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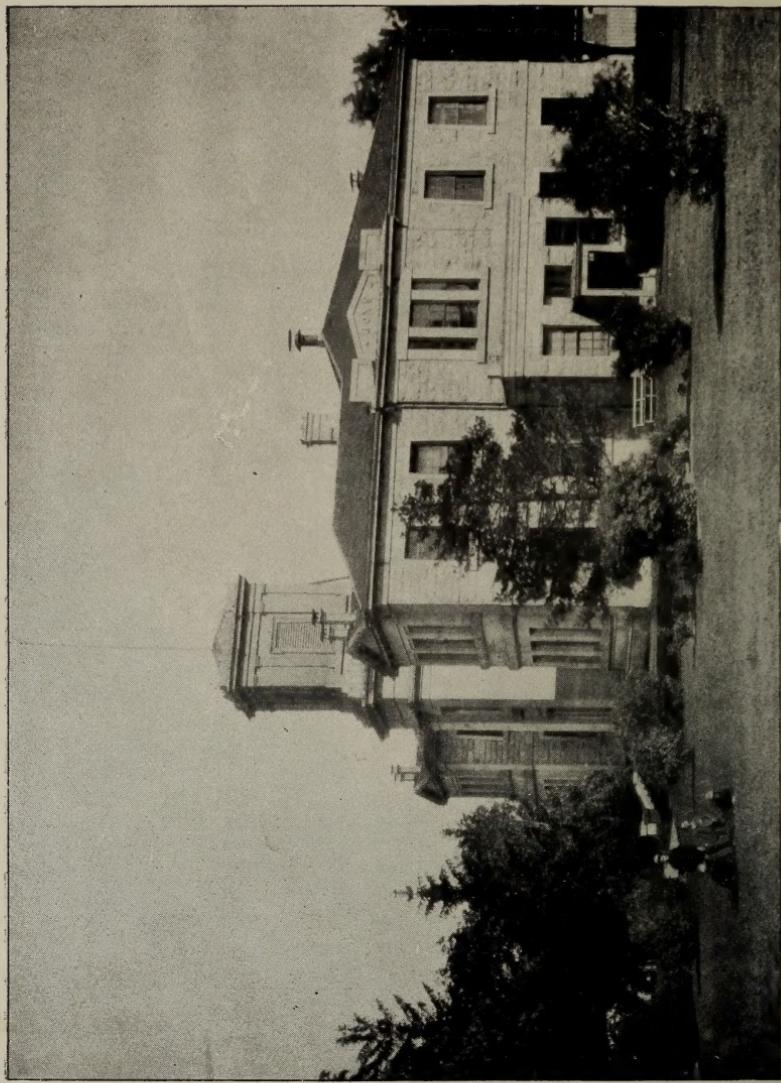
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The Central School Hamilton

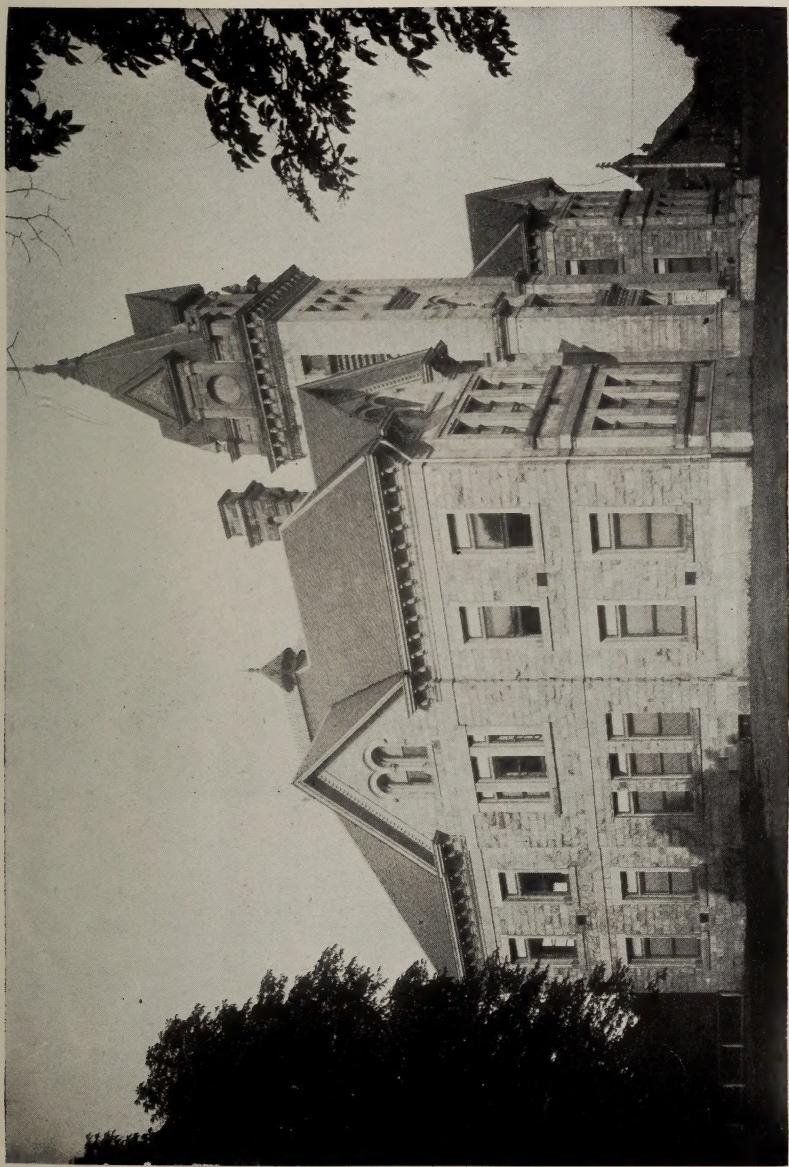
To George M. Wrong Esq M.A.
Professor Toronto University
With Compliments of the Author

J. H. Smith



CENTRAL SCHOOL.

1853.



CENTRAL SCHOOL.

1903.

1853—1903

The Central School Jubilee Re-Union

AUGUST, 1903.

An Historical Sketch

BY J. H. SMITH, P. S. INSPECTOR, WENTWORTH COUNTY

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ILLUSTRATIONS

Central School, 1853 ; Central School, 1903 ; Dr. William Craigie ; Charles Ozen Counsell ; John Herbert Sangster, 1853 ; John Herbert Sangster, M. A., M. D., 1903 ; Certificate of Merit ; Archibald Macallum, M. A., LL.B. ; Rev. Wm. Ormiston, D. D. ; Geo. W. Johnson ; S. B. Sinclair, M. A., Ph.D. ; Walter H. Elliott, B. A. ; Walter H. Davis ; Wm. C. Morton ; J. H. Smith, I. P. S. ; Wm. H. Ballard, M. A., I.P.S. ; Thos. Beasley ; James Cummings ; Hon. J. M. Gibson, M. A., K. C.

THE CENTRAL SCHOOL.

AN HISTORICAL SKETCH.

Chapter I.

Near the crest of a ridge of land that extends from the base of the mountain to Burlington Heights, and which evidently formed part of the shore line of Lake Ontario in the far remote ages, stands a noble stone structure, the Hamilton Central School. Associated as it has been with the early life of the boys and girls of this city for the past half century, it is endeared to them by the memories of many a victory and many a defeat in the educational arena. How many aspirations for a noble and a useful life have been nourished here! How many dormant faculties have been awakened and roused into activity! How many promises for a bright career in the future have been fulfilled since they, as boys and girls, fell into line and marched into the classrooms! Let the answer be given by the grey haired men and women, who have come from all parts of the continent to attend this semi-centennial celebration and to renew old friendships, on the old play ground, in the old class rooms, under the old headmaster.

Could we but read the thoughts that lie deeply hidden in the innermost recesses of their hearts, or measure the slowly penetrating influences that have fashioned their characters, we too would be proud to return to these old scenes and live over again the happy days of childhood. We would enjoy once more with them, though only in imagination, the busy life of the schoolroom, where they applied themselves with youthful energy to the study of their favorite subjects, or slowly plodded over the distasteful ones, under the watchful eye and guidance of the teacher, or planned and executed the mischievous tricks

for which they were sent to the bell tower, there to await with feelings of mingled doubt and dread, the coming of the master, whose stern sense of justice and lack of appreciation of fun continued to make life painful to the young culprits for a short time at least. Or again, let us engage with them in the rollicking sports of the playground, sliding down the snowy hillside on the gaily painted sled, or better still on a piece of board, or in an old tin pan, thereby exhibiting greater skill and courage in the pursuance of this old-fashioned pastime. Or again, let us go to the corner of Park and Hunter streets and get some of the real old-fashioned taffy from the candy woman there. Such are the memories awakened by this jubilee reunion in the old Central School. The boys and girls of those days are no longer young—they are grave men and earnest women filling responsible positions in life, who to-day are here living over those scenes with the keen relish of youth.

Incidents doubtless have occurred on the old playgrounds and in these schoolrooms that have left deep impressions on those who were the immediate actors. Events, though at that time unknown, have happened that may have changed the entire course of some life. Not till middle age did the full fruition appear, and only then could they appreciate the patience, the forbearance, the tact and discretion of those true teachers, whose highest aim was the harmonious development of the physical, the mental, and the moral natures of those committed to their care.

Nor are the purely personal incidents that cluster around the old Central School the only things that stand out prominently in its history. It was much more than a local school. Everywhere throughout the Province educationists and men of influence were watching with keen interest the development of this new system. Its opponents criticised it severely, and unhesitatingly prophesied for it nothing short of absolute failure. They

soundly berated the Board of Trustees for squandering public money on such an institution, and so confident were they of its non-success that they had partially completed arrangements for purchasing the building and site and using it for other purposes. However, they were destined to disappointment, for instead of failure every effort was crowned with success.

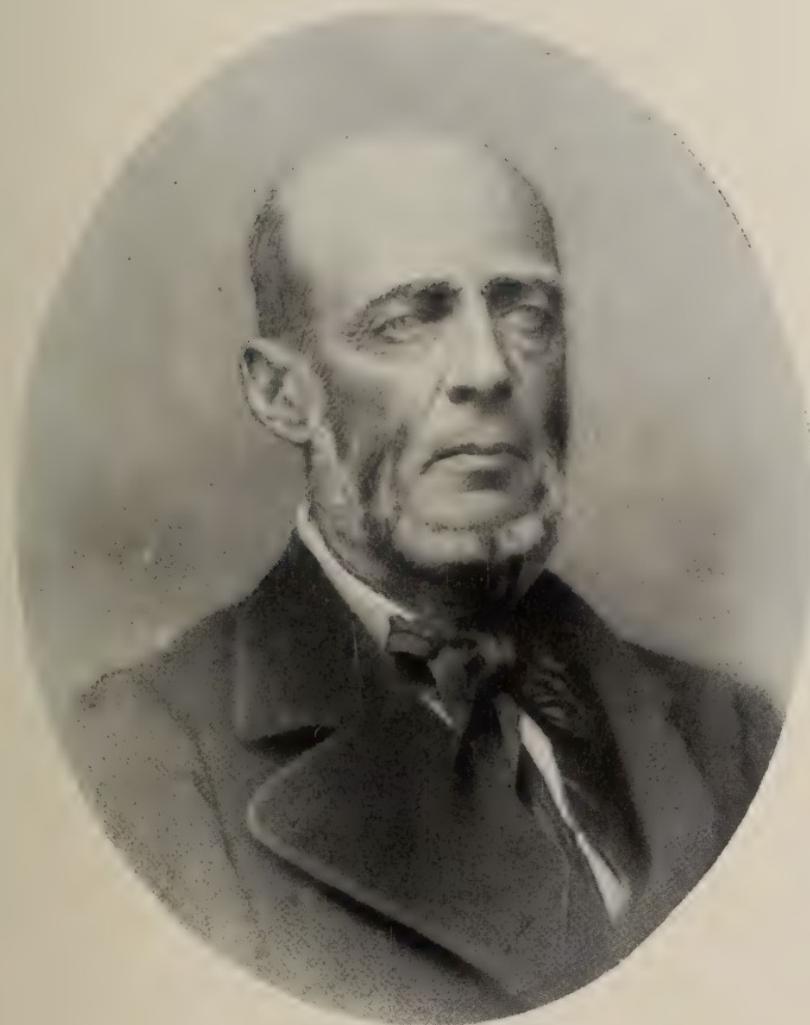
Another element that stands out prominently and should not be overlooked is that in this school is to be found the embodiment of the progressive spirit which actuated many of the leading citizens of Hamilton during the time when it fairly earned the title of the "Ambitious City." This is the first representative institution in the Province of a properly graded common school, in which were separate rooms, separate teachers and separate classes, presided over by a competent principal, who directed the energies of pupils and teachers along well defined lines. These advanced ideas came into direct conflict with the conservatism of the old teachers, and the first exhibition of their strength took place in this city. Here was a concrete example of what was meant by a proper classification of pupils, a systematic grading of classes, and the introduction of the most approved methods of instruction. The victory was won by the progressive party, and from that time to the present the inspiration then given has placed Hamilton in the foremost rank of the most advanced educational centres of this Province.

But to enter into the spirit of this progressive movement, and to appreciate all that this Central School meant to Hamilton, and to the system of common schools recently introduced by Dr. Ryerson, Chief Superintendent of Education, it will be necessary to trace briefly the rise and progress of popular education throughout this Province from the earliest times to the opening of this school.

Owing to the sparseness of the population and the poverty of the majority of the people in those early days, only a few private schools were opened. Kingston has

the honor of having the first school of any kind in Upper Canada. In 1785 the Rev. Dr. Stewart opened a school in Cataraqui, now Kingston, in which the study of the classics was a prominent feature. This was followed by one at Port Rowan in 1789, one in Niagara in 1792, one in Ancaster in 1796, and one in York in 1798. About the beginning of the nineteenth century other schools were opened, the principal ones being at Cornwall, Sandwich and St. Catharines. These were supported entirely by fees and were patronized by the more wealthy people.

The Legislature of Upper Canada in 1797 sent a memorial to His Majesty, George III., asking for a grant of land for the endowment of District Grammar Schools and a Provincial University. In reply to this request the Duke of Portland, then Colonial Secretary, sent a despatch in which he expressed the pleasure His Majesty would have in complying with the wishes of the Legislature. It was therefore decided to set apart a half million acres of land for the purposes of higher education. At the prices then current even this large quantity was not sufficient to endow the number of grammar schools required, and the scheme had therefore to be abandoned. In 1807 an Act was passed establishing a public school in each of the eight districts into which this province was then divided, and giving a liberal annual grant to support them. These schools were based upon the same principles as the great Public Schools of England, and their location was fixed by statute. A Board of Trustees consisting of not less than five members, appointed by the Governor, was empowered to make rules and regulations for the guidance of teachers and pupils, to appoint suitable persons as teachers, and to have the general oversight of all school matters. The name was changed from Public to Grammar schools in 1839, and the principle of local municipal grants introduced. A permanent endowment of 250,000 acres of Crown lands was made under the authority of this Act. The Grammar Schools Act of 1853 brought



WILLIAM CRAIGIE, M. D.

these schools more directly under the control of the Education Department.

The Gore District was formed in 1816, and consisted of what are now the Counties of Halton, Wentworth, Brant, Waterloo and part of Haldimand. It was named in honor of the Lieutenant-Governor of Upper Canada, Francis Gore, Esq. In 1819 an Act was passed establishing a public school in the village of Hamilton, in this district. This school was opened in 1821 with Mr. John Law as headmaster. The building in which the school was kept stood on the southwest corner of Hughson and Jackson streets, and the little frame house just east of the Y. M. C. A. building was the residence of Mr. Law at that time. This school had a provincial reputation, for pupils came from various parts of the Province to pursue their studies under the tuition of Mr. Law and his assistants. Among these was a young man named Egerton Ryerson, who afterwards became the first editor of the Christian Guardian, and in 1844 was appointed Chief Superintendent of Education for Upper Canada. The late Honorable Samuel Mills, Senator, in a letter to Dr. Ryerson, says:

"I have a distinct recollection of having had the honor of being at Hamilton Grammar School with yourself in the years 1823 and 1824, and that the late Mr. John Law was headmaster at that time. He was considered a highly educated and accomplished scholar, and was so well qualified for the position he held that the school had a provincial reputation and was patronized by many parties living at a great distance by sending their sons to it, and the very fact of your attending this school gave *eclat* to it, as you were then considered a well educated young man, far in advance of the rest of us. Your studies, if my recollection serves me right, were confined entirely to reading Latin and Greek, and I know Mr. Law and the whole school looked upon you as being a credit to it."

Mr. Law was born in the town of Kircudbright, Scotland, on the second of April, 1798, and received his ele-

mentary education in the school of his native town. His parents destined him for the ministry of the established kirk, and he was educated with that object in view. Coming under the notice of Bishop Strachan, of Toronto, he was induced to come to Canada, which he did, and in 1820 became a resident of the then village of Hamilton. While preparing for the ministry in Scotland he acted as private tutor in the family of one of the Scottish noblemen, who lived near his home, and here he developed a taste for teaching. Accordingly when the Gore District School was opened in 1821 he became the first headmaster. On the 4th of August, 1825, he was married at Niagara by the Rev. Father Finney to Miss Martha M. Gale, of Orange County, in the State of New York. He resigned his position as headmaster, entered the legal profession, and was appointed Clerk of the District Court, which position he held for many years. His death occurred on the first of July, 1844, and his remains now rest in the Hamilton Cemetery. A widow, two sons and one daughter survived him. The eldest son, Robert Nichol Law, was a prominent barrister in this city, the second son, James Douglas Law, became an engineer. Both are now dead. Mrs. Margaret Benson (*nee* Law) is the only surviving member of the family. Her home is now in the city of St. Catharines.

Mr. Law was very thorough in his teaching, strict in discipline, and had an abiding faith in the virtue of the rod. The results of his work in the schoolroom were very gratifying, for pupils came to him from all parts of the Province. Many of them became in after life prominent public men. For many years after his retirement from teaching he was a valued member of the Board of Trustees and took an active interest in everything pertaining to the welfare of the city.

Mr. Stephen Randall, who succeeded Mr. John Law as headmaster, was an experienced teacher and an excellent scholar. In 1824 he started a private school in the

County of Elgin, near where the city of St. Thomas now stands, in which Latin and Greek were prominent subjects in the course of study. From thence he removed to Hamilton and kept a private school in a room in the old log Court House, on the east side of John street, opposite the present Court House. Afterwards he acted as assistant to Mr. Law and then became headmaster. In 1834 he resigned and took charge of the Free Press, a newspaper started in 1831 by Mr. William Smith. He was a forcible writer, well informed on the topics of the day, and wielded a facile pen. This position he filled for two years and then removed from Hamilton.

In September, 1833, Mr. Stephen Randall, with the consent of the Board of Trustees, appointed Mr. James Cahill as assistant in the Gore District Public School under the following agreement :

I, Stephen Randall, do hereby nominate and appoint James Cahill my assistant to teach the Gore District School from this date, the thirty-first December, in the year of our Lord one thousand eight hundred and thirty-three.

Witness :
John Hamilton.

As witness my hand and seal at Hamilton this twenty-seventh day of September, one thousand eight hundred and thirty-three.

(Signed) STEPHEN RANDALL.
[Seal.]

We the undersigned Trustees of the Gore District School do hereby declare our approbation of Mr. Randall's appointing James Cahill his assistant in the Gore District School to teach the same in his place and stead from this date to the 31st of December, 1833.

JAMES CROOKS.
THOMAS TAYLOR.
WM. M. JARVIS.
JOHN LAW.
MATTHEW CROOKS.

Hamilton, December 27th, 1833.

At the beginning of the new year James Cahill became headmaster, which position he retained until 1835, when he began the study of law in the office of Mr. R. G. Beasley.

The following is taken from an appreciative sketch of his life in the Hamilton Herald of the 5th of May, 1893:

"James Cahill's life has been, during the greater part of it, associated with the rise and progress of Hamilton. He was born at Clonmel, County of Tipperary, Ireland, on July 25th, 1815, and was educated at Trinity College, Dublin. When 18 years old he became possessed of the desire to cross the Atlantic and begin life in a new world, and in August, 1833, he came to Hamilton.

"At that time it was a village in the woods, with less than 1,000 inhabitants, yet offering grand opportunities for bright and progressive young men. It was not long before Mr. Cahill began to put to good use his educational knowledge and he became classical master in the Gore District School, then kept at the corner of Wellington street (Lovers' Lane) and King street, under Stephen Randall. He was also tutor to the family of the late Col. Martin, afterwards sheriff of Haldimand County.

"Still aspiring, Mr. Cahill determined to study for the bar and he articed himself to the late R. G. Beasley, uncle of City Clerk Beasley, and in 1839, during the Trinity term, he successfully passed his examination and became an attorney. The following year, in the Hilary term, he was called to the bar. At the time of his death he was the second oldest barrister in Canada."

The next headmaster of this Public school was Dr. John Rae, a University graduate, and an accomplished scholar. Mr. William Tassie was his assistant. In 1838 there were 35 boys attending this school, and they were classified as follows: First class, 2; second class, 5; third class, 11; fourth class, 2; fifth class, 5. The subjects taught were: First class, reading and spelling; second class, reading, spelling, writing and tables; third and fourth classes, reading, spelling, writing, tables, arithmetic, grammar and geography; fifth class, reading, spelling, writing, arithmetic, grammar, geography and history. The text books used were: Mavor's spelling book, New

Testament, English reader, Olney's geography, Murray's and Lennie's grammars, Daboll's and Walkingame's arithmetics and Goldsmith's history. In the upper classes Greek and Latin were taught. There were 14 boys studying Latin, 3 Greek, and 15 advanced mathematics, presumably Algebra, Euclid and Mensuration. The books prescribed in the classics were Caesar, Sallust, Cicero, Virgil and Homer.

The following were the members of the Board of Trustees: Rev. Alexander Gale,, M. A.; John Gamble Geddes, M. A., and Mark G. Stark, M. A., and Messrs. James Racey, W. M. Jarvis, John Law and Dr. William Craigie, who in their report to the Legislature say:

"That they have examined the District School conducted by Dr. John Rae, and Mr. William Tassie, his assistant, and find this institution in a most flourishing and advancing condition. The progress of the numerous pupils is great and every credit is due to the diligence and attention of the teachers."

That this school had a provincial reputation at that time is evident from the remarks made by the Rev. Dr. George Bell, registrar of Queen's University, Kingston, in his address at the semi-centennial celebration of that university in 1889, when he said:

"The Presbyterian Church discussed the question of establishing a college from 1831, onward. The idea kept growing, but the undertaking seemed too great. A few students for the ministry were in Hamilton under the direction of Dr. Rae, Grammar school master, in charge of the Presbytery of Hamilton."

When Dr. Rae entered upon his duties as head master he had had some twelve years' experience as a teacher, and had taken a deep interest in matters pertaining to the resources of this Province. In January, 1832, he addressed a memorial to Sir John Colborne, the Lieutenant-Governor, which was submitted to the House of Assembly on the 18th of the same month. In it he prayed for aid

to publish a work "on the present state and resources of the Province." It was referred to the Committee of Supply, but no grant was made by the House to Dr. Rae to enable him to publish the work, although as he said in his memorial, he had "for a considerable time been engaged in collecting information" on the subject.

Dr. Thomas Rolph, of Ancaster, in his statistical account of Upper Canada in 1836, page 214, says: "Hamilton has a literary society, at which philosophical and scientific questions are discussed; the debates are well sustained, and it will doubtless prove an excellent school for training young barristers in the habit of extemporaneous speaking." Dr. Rae was one of the founders of this society and took an active interest in its welfare.

He was a native of the Orkney Islands and was a relative of the celebrated Arctic explorer who bore the same name. In appearance he was tall, rather slender, and dignified. People looked upon him as one of the most graceful skaters in the city, and many of his pupils labored diligently to master the long graceful stroke of the teacher, even going so far as to steal away from their homes on the sabbath day to practice at their leisure on the bay. It was an interesting sight to watch the boys march sedately down James street with their skates and clubs concealed clumsily beneath their coats. Dr. Rae taught the District School from 1836 to 1848, when he resigned and opened a private school near the site of the present Queen Victoria School. Here he continued teaching until 1854, when he removed to the Sandwich Islands to fill an educational position to which he had recently been appointed. There he died, and his remains rest in one of the cemeteries of those islands.

School boys the world over delight in having some fun at the expense of their teachers, and those attending Dr. Rae's school were no exception to this rule. He had a habit of leaning back in his chair, resting his head against the wall, and looking over the school to see if all were en-

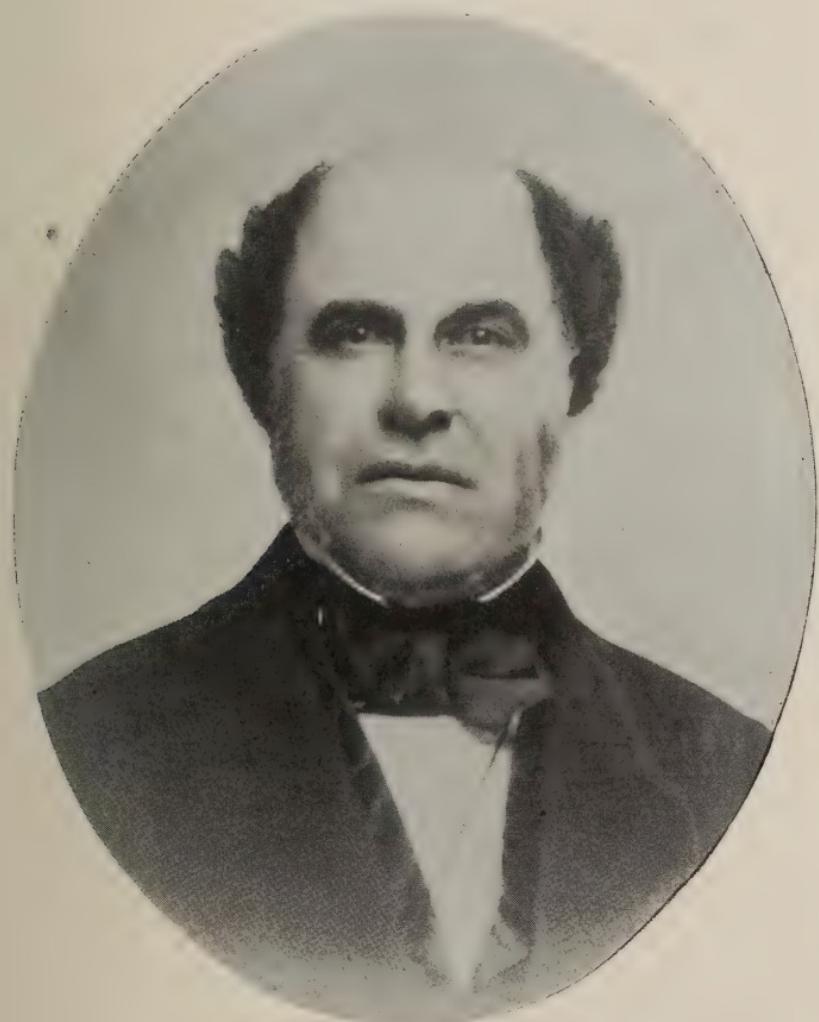
gaged in preparing their lessons. At this time he wore a wig, and where his head rested against the wall it left a spot somewhat discolored. This spot suggested to some mischief-making boys the idea of having some fun at the teacher's expense. So one of them got a small quantity of shoemaker's wax and put a light coat of it on the spot. The next morning the Doctor as usual leaned against the wall, and the genial warmth of his head softened the wax, and when he leaned forward, lo! and behold his wig had been transfixated to the wall. To laugh or not to laugh was the question for the boys to solve, but it was soon solved by the Doctor, who taking in the situation at a glance, roared with laughter in which the boys most heartily joined. Mr. Tassie, who was teaching in an adjoining room, entered the master's room to see what had happened. He made an attempt to find out who had done the mischief, but he failed, for no one knew anything about it. This annoyed Mr. Tassie so much that he flogged every boy in the room, and when he reached the last one he said, in as urbane a manner as possible, "Now, my lad, if you will tell me honestly who waxed the wall I will not flog you." The boy, looking up in a doubtful manner, replied, "Please sir, I did it."

After Dr. Rae's resignation had been accepted Mr. George Elmslie was appointed head master, with Mr. Wm. Tassie as assistant. Mr. Elmslie was a native of Aberdeen, where he was born in 1805, and where he received his early education. Being of a studious turn of mind, he utilized his spare moments so well that he became an excellent classical scholar, and was familiar with Latin, Greek and Hebrew. In 1834 he came to Canada and settled on a farm in the township of Nicol, in the County of Wellington. To this farm he gave the name of Irvinbank. As these primitive settlements increased in size a school house became a necessity. A site was chosen, a school house erected, and Mr. Elmslie was appointed the first teacher. Here he spent several years, much to the

advantage of the neighborhood. From this place he went to Ancaster and took charge of the Grammar School. He remained in that position for several years, and then resigned to accept the principalship of the District Grammar School in Hamilton. This position he filled for some four years and then removed to the village of Guelph, where he taught for a couple of years. Finding that teaching was growing irksome, he retired to his farm at Irvinbank and entered heartily into agriculture. He was not destined for a farmer, and was offered the position of editor of the Elora Backwoodsman, which he accepted. For several years he controlled this journal, but finally drifted back into the teaching profession, where he had spent so many years of his life. In October, 1869, he died at Alma, a village in Wellington County.

Mr. William Tassie, who for so many years was intimately associated with the District Grammar School in Hamilton, was born on the 10th of May, 1815, in the city of Dublin, Ireland. His ancestors came originally from Scotland and were prominent in public and professional life. His father was a civil engineer and contractor. His granduncle, Mr. James Tassie, was a portrait medallionist, and he with his nephew, Mr. Wm. Tassie (born 1777), produced some 500 medallions and made a most important contribution to national portraiture.

Dr. Tassie, the title by which he was most familiarly known, was educated in the Dublin schools. He received the degree of M. A. from Toronto University and the honorary degree of LL. D. from Queen's University, Kingston. In 1834 he was married to Sarah, daughter of William Morgan, Esq., of Dublin. Shortly after his marriage he and his newly made bride sailed for Canada. His first occupation was to take charge of the common school at Oakville. From this place he removed to Hamilton, where for several years he acted as assistant in the County Grammar School. On the retirement of Mr. Elmslie he became head master, and occupied this position



CHARLES OZEN COUNSELL.

until 1855, when the Central School was opened. He next went to Galt as the head master of the Grammar School in that town. For 28 years he shaped the destinies of this school and won for it a continental reputation, for pupils came to him, not only from this Province, but from many parts of the United States and from the adjoining Province of Quebec. In 1881 he resigned and retired to private life, making his home in Toronto. So great had his reputation as a teacher become that he was prevailed to accept the Principalship of the Peterboro Collegiate Institute. Here he died on the 15th of December, 1886, beloved and respected for his many sterling qualities. One of his old pupils, in an article published in the Canada Presbyterian at that time, says: "He was a man of remarkably fine presence, of gracious, almost courtly manners, and, in private life, never forgetting a kindness rendered, but hiding from the world his large charity and countless self-denial."

Mr. J. T. Huggard, B. A., succeeded Mr. Tassie, with Mr. Black as mathematical master. He was a gold medalist in classics and remained in charge of the District Grammar School until 1856, when it was removed to the Central School, and became a part of that system.

Up to this time the District Grammar School had always occupied a rented building and had no permanent home of its own. In May, 1853, the new Central School was opened, but it was not until October, 1854, that a classical department was formed. Mr. Alexander Bruce, M. A., a graduate of Aberdeen University, was appointed the first classical and modern language master, which position he filled with great acceptance until February 1st, 1856, when he resigned to enter the legal profession. He was succeeded by Mr. Woodruff, a graduate of Trinity College, Dublin.

The establishment of a classical and modern language department in the Central School brought that school and the District Grammar School into direct competition, with

the result that negotiations were entered upon to unite the two Boards. These negotiations were begun by a letter from Dr. Wm. Craigie, requesting the Common School Board to appoint a committee to confer with a like committee of Grammar School Trustees, to formulate a plan of union. These negotiations were carried on from time to time until at a meeting held in the City Hall on the 22nd of July, 1856, the following conditions were agreed upon:

1. That the Grammar School shall hereafter be carried on in the Central School.
2. That the ordinary routine management and arrangement of the whole school, embracing the classical department, shall remain in the hands of the head master of the Central School as heretofore, and that the Grammar School Board shall not seek to interfere with any general rule or regulation applicable to the entire school and necessary for its harmonious working in the estimation of the said head master.
3. That the duties of the said classical master or any master in the department as respects the other departments of the Central School shall not be interfered with, but they shall be liable to give the same or any equal share of attention and labor subject to the same control as heretofore in those departments.
4. That the salaries of those teachers shall remain as at present and shall be paid as at present, the Common School Board and the said teachers guaranteeing to the Grammar School Board that an amount equal to £200 per annum shall be so paid, that said teachers in lieu of that amount to be received by the Grammar School from the Government until the existing liabilities of the Grammar School shall have been paid.
5. That this Board does not think it proper that any teacher should be employed in the Classical or Grammar School department who shall be inefficient in other departments of the Central School, therefore the Board will feel called upon to concur in the dismissal of any classical master who shall be found to be detrimental to the general

interests of the entire school, through inefficiency in other departments, provided he shall be so considered by the head master and a two-third majority of the Common School Board, and that in appointing a successor the Grammar School Board shall have the nomination and the Common School Board the ratification of any appointment.

6. That in the case of all pupils of the Grammar School department who shall not be residents of Hamilton a fee of five shillings per month shall be paid.

On motion of Mr. W. G. Kerr, seconded by James Osborne, the above conditions were accepted by the Board of Common School Trustees for the city of Hamilton.

On the 23rd of July, 1856, the Board of Grammar School Trustees accepted the above conditions, and the Grammar School was duly opened in the Central School building on the first day of August following, Mr. Woodruff being classical master and Mr. Black mathematical master. While Mr. Woodruff was head master of the Grammar School department, Mr. John M. Buchan, in 1858, and Mr. John M. Gibson, in 1859, matriculated into Toronto University. Both won scholarships and obtained first class honors throughout the entire course. They were the first matriculants from the Hamilton schools.

Mr. Woodruff was dismissed in April, 1860, on the ground of inefficiency in the matter of discipline. The Rev. Mr. Blackman was appointed his successor, and held this position until 1863, when he was succeeded by Mr. John M. Buchan, M. A., who occupied this position until 1872, when he was appointed High School Inspector. In 1866 a new Grammar School building was erected on the corner of Caroline and Main streets. By the Act of 1871 the name was changed from Grammar School to High School.

On the retirement of Mr. J. M. Buchan, M. A., as the head of the staff of the recently formed Collegiate Institute, to accept the position of High School Inspector for the Province, Mr. George Dickson, M. A., was appointed

his successor. Mr. Dickson was an assistant master, and a graduate of Victoria University, Cobourg. He retained this position until August, 1885, when he resigned to accept the Principalship of Upper Canada College.

His successor was Mr. Peter Sinclair Campbell, M. A., a graduate of Toronto University. The rapid growth of this school in numbers, and the increase of work in its management, rendered it necessary that some special assistance should be given to the Principal. The Board of Education, ever alert to the best interests of the schools, very wisely created the position of vice-principal, so as to have some one in training for the duties of Principal. This position was given to Mr. Charles Robertson, M. A. Mr. Campbell, in September, 1885, entered upon his duties and remained at the head of this institution until July, 1899, when he received the appointment of Professor of Classics in McMaster University, which position he still retains.

Mr. Charles Robertson, M. A., on the retirement of Mr. Campbell, became Principal, with Mr. R. A. Thompson, B. A., as Vice-Principal. Mr. Robertson was an honor graduate of Toronto University, and a silver medalist in modern languages. After his accession to this position his health gradually failed, and at a comparatively early age he passed away in March, 1892, much regretted by his fellow teachers and by the students. He was a gentleman and a scholar in the truest sense of these words.

The next in order of succession was Mr. R. A. Thompson, B. A., who was appointed by the Board of Education, with Mr. J. B. Turner, B. A., of Queen's University, Kingston, as vice-principal. Mr. Thompson is an honor graduate of Toronto University, and a silver medalist in mathematics. Mr. Turner has charge of the science, and is a specialist in that department. These gentlemen have occupied their respective positions since March, 1892, and this school has greatly prospered under their management.

Shortly after the accession of Mr. Thompson to the Principalship it became evident that some steps would have to be taken by the Board of Education to provide accommodation for the constantly increasing attendance at the Collegiate Institute. As a result of a somewhat lengthy series of negotiations the Board of Education finally decided to erect a building of sufficient size to accommodate, not only the students of the Collegiate Institute itself, but to provide for those in attendance at the Ontario Normal College. For this purpose the entire block known as the "Wanzer Homestead," bounded by Hunter street on the north, Victoria avenue on the east, Stinson street on the south, and West avenue on the west, was purchased. On this property, at a cost of \$160,000, the Board of Education erected a very handsome and imposing building, containing some forty-five rooms. These comprise class rooms, teachers' private rooms, reception rooms, laboratories, a fully equipped gymnasium, an amphitheatre for the Normal College, a large assembly room, room for library purposes, accommodation for the Cadet Corps, as well as the most approved modern conveniences for students attending either of these institutions. In addition to these there are two well furnished private rooms, one for the use of the Principal of the Collegiate Institute, and one for the Principal of the Ontario Normal College.

The work done at the Collegiate Institute takes pupils from their admission and completes the course for honor matriculation. In addition to this students are prepared for first and second class non-professional certificates as Public School teachers. Graduates in Arts and holders of first-class non-professional certificates are eligible for admission. The former give special attention to High School work, and the latter to that of Public Schools. The importance of the work done at these two institutions renders the building one of the prominent educational landmarks of Ontario.

Chapter II.

In 1816, or nine years after the establishment of District Public Schools, Mr. John Wilson, the representative of the West Riding of Lincoln, and afterwards Speaker of the Parliament of Upper Canada, introduced an Act granting a sum of money annually from the revenues of the Province for the support of Common Schools. This money was apportioned among the districts on the basis of the population. These Common Schools were managed by a Board of Education for the district, and a board of three trustees representing the patrons of the school. The conditions necessary were that the inhabitants should provide a school room, furnish twenty pupils, and guarantee a portion of the teacher's salary. When these terms were complied with a Legislative grant not exceeding \$100 was paid to the teacher. This Act, with slight modifications made from time to time as required, remained in force until the union of Upper and Lower Canada. In 1841 an Act was passed bringing the Common Schools under the provisions of the same law. This proved a failure, for in 1843 it was repealed and two separate and distinct acts were passed.

The Provincial Secretary, under the provisions of the Act of 1843, was made *ex officio* Chief Superintendent of Education, and District Councils were authorized to appoint superintendents and establish County Model Schools for the gratuitous instruction of teachers.

The Rev. Egerton Ryerson was appointed Chief Superintendent in 1844, and in 1846 brought before the Legislature his first school bill. This Act was found defective in regard to the management of schools in cities and towns, and therefore it became necessary to pass a short Act in 1847 to remedy these defects. The Common Schools of Hamilton were organized under the provisions

of these Acts, but it was not until the Act of 1850 had become law that the Common Schools began to develop and grow into importance.

Mr. Robert Gourley, in his statistical account of Upper Canada, says "that in 1817 there were five Common Schools of the Township of Barton." The exact location of each of these schools is not known to-day, but it is quite certain that one of them was situated just east of the First Methodist Church. This school was taught by Mr. Vaux, and afterwards by Mr. Willson. The fees charged varied from \$2.50 to \$3.25 per quarter for each child in attendance. In addition to this the parents had to furnish a certain quantity of wood, cut into suitable lengths, and to board the teacher for a specified period. At this time there were 130 inhabited houses, with an estimated population of 800, the greater part of whom lived on the mountain or east of the present city limits. Dr. Thomas Rolph, of Ancaster, in his account of Upper Canada, published in 1836, says: "The town of Hamilton is the district town at which the Assizes and Quarter Sessions are held. It has a literary society, at which scientific, philosophical and political questions are discussed. Besides the District Public School it has several private seminaries most respectably conducted." No reference whatever is made to Common Schools, so, if there were any within the limits of the town they must have been considered as of very little importance.

In December, 1842, the Board of Police divided the town into five Common School districts and fixed the boundaries of each. This was done under the powers vested in them by the School Act of 1841. The boundaries were fixed as follows: District No. 1 extended from Barton street to Burlington Bay; No. 2 from King to Barton, and east of James; No. 3 from King to Barton and west of James; No. 4 south of King and west of John; No. 5 south of King and east of John. The Board of Police was constituted a Board of Education by law, and

they exercised jurisdiction over these school districts. The town of Hamilton was at that time a municipality in the Gore District with a representative in the District Council, and the schools therefore came under the supervision of Patrick Thornton, Superintendent of Common Schools.

The colored people of Hamilton in 1843 prepared and sent a petition to the Governor-General stating that their children were denied admission into any of the free Common Schools of the town, and praying for the privilege of having their children admitted on the same terms as those of other people. The prayer of this petition was granted and from that time the law has been enforced without distinction of race or color.

In 1846 Hamilton was incorporated as a city. The School Act of that year was amended by an Act passed in 1847 granting cities and towns larger powers in the matter of Common School education. Under authority of this Act the Board of Trustees for Common Schools was duly organized on the 26th day of November, 1847. His Worship, Mayor Ferrie, occupying the chair. The members of the Board were: Rev. Mr. Gordon, Rev. J. G. Geddes, Rev. Mr. McKid, Rev. John Ryerson, Major A. Bowen and Dr. William Craigie. Mr. C. H. Stokoe was appointed secretary.

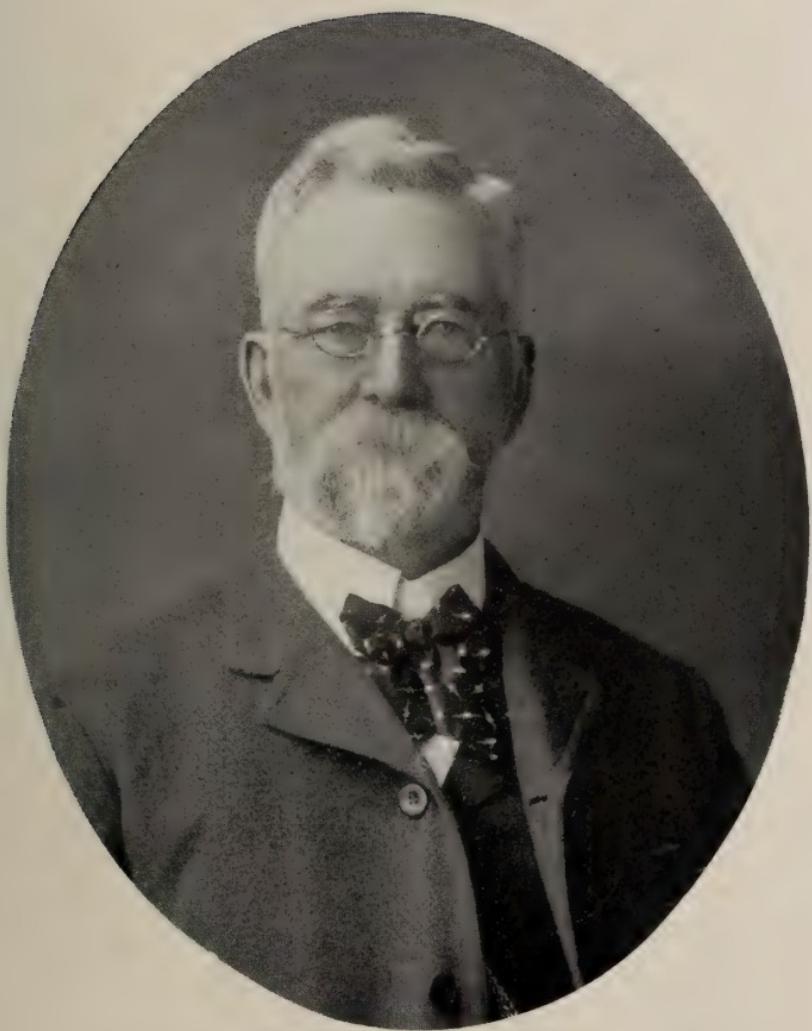
At the next meeting of the Board, held in December of that year, Dr. Craigie submitted the following proposal regarding a Central School, viz.; "That the most efficient and at the same time the cheapest plan of supplying a regular and systematic education for the city of Hamilton is the erection of a series of schoolrooms in some central situation (as the Court House Square), with the addition of two or three elementary schools at the outskirts of the city."

This proposition brought forth a vigorous newspaper discussion, and a series of public meetings followed. At these the advantages and disadvantages of the respective



JOHN HERBERT SANGSTER.

1853.



JOHN HERBERT SANGSTER, M. A., M. D.
1903.

systems were fully canvassed by the most prominent men of the city. Public feeling ran high. The advocates of the district system succeeded in having a site selected in each of the five districts. At the next meeting of the Board Dr. Craigie lodged a formal protest against the action taken, and advocated the building of a Central School to accommodate the rapidly increasing school population.

The next move on the part of the Central School advocates was to form the city into one school district, which was accomplished at the December meeting of the Municipal Council. The advocates of the district system were discouraged but kept up an agitation during the following year, which finally resulted in the Board of Education appointing a committee to visit and report upon the Common Schools of Toronto, London and Brantford. This committee brought in a lengthy report in November, 1850, which was published *in extenso* in the city papers. They recommended (1) "That a Central School be erected, with as little delay as possible, on a plot of ground, not less than two acres in extent, as near the centre of the city as circumstances will permit, which shall provide for the accommodation of at least one thousand pupils; (2) That no money be, for the present, spent in erecting ward schools." At the December meeting of the Board Messrs. Cumberland and Ridout, architects, of Toronto, were instructed to prepare plans for the erection of a Central School. The building was to be of stone, in the Roman style of architecture, simple and substantial, and provided with a proper system of heating and ventilating. These plans were submitted to the Board in March, 1851, and the site where the Central School now stands was the one finally selected. The title deed bears the date of the eleventh of April, 1851, and the consideration given was one thousand pounds Halifax currency.

In the original survey of Barton in 1791 this property was allotted to Lieutenant Caleb Reynolds for eminent services during the Revolutionary war. In 1799 it was

transferred to William Wedge, then to Matthew Laurie in 1811, then to George Hamilton in 1815, then to Peter Hunter Hamilton in 1823, then to the city of Hamilton in 1848, and then to the Board of Common School Trustees in 1851. It was the first property owned by the Board. Previous to that time all schools were kept in rented buildings without any playgrounds or modern conveniences. It is practically impossible to locate the sites of these schools, as they were changed very frequently.

Tenders were duly advertised for and the contracts were awarded to the following parties: Mason work, including plastering, £1,800, to the Messrs. Horne; carpenter work, including painting, glazing, blacksmith and tin work, £1,197, to Mr. John Addison; grading the grounds and building the fence, £1,339 17s. 6d., to Mr. Lewis. The Messrs. Horne failed to complete the mason work, and the architect was called in to value the work done. A new contract was entered into with Messrs. Faulknor & Thorpe for £1,400, to complete the mason work. This delayed the construction of the building to such an extent that it was not ready for occupation until the first of May, 1853, when it was opened with appropriate ceremonies.

After the contracts had been let and the building operations were well under way, another problem of vital importance to the success of this institution presented itself. This was the selection of a suitable Principal, and it proved to be no light task. It is needless to say that there were a large number of applicants for the position. The Trustees, after making the most searching inquiries concerning the literary attainments, the professional standing and the administrative ability of the various applicants, and acting upon the advice of Dr. Ryerson, selected Mr. John Herbert Sangster, a graduate of the Provincial Normal School. This choice was a wise one, for he proved himself to be "the right man in the right place." They gave large powers of administration to the Principal, and acting on his advice selected an excellent staff of teachers.

This act of wisdom on their part made the school a decided success from the first day it was opened.

On Monday, the second day of May, 1853, this building was opened for the reception of pupils. By three o'clock in the afternoon the spacious assembly room was filled by representative citizens patiently awaiting the arrival of Dr. Ryerson, Chief Superintendent of Education for the Province, and Thomas Jaffary Robertson, M. A., head master of the Normal School, who were to deliver addresses. The audience was disappointed, for these two gentlemen did not reach the city in time for the afternoon meeting. Mr. W. L. Distin presided, and introduced the Rev. Mr. Goldsmith who gave a bright complimentary address. He was followed by Mr. Thomas McQueen, who spoke quite strongly on what he conceived to be the educational defects of the day. In the evening the hall of the Mechanics' Institute was filled by a large and appreciative audience. Addresses were given by the Rev. Dr. Ryerson, who ably advocated the cause of popular education both from the individual and the national points of view, and Mr. Robertson who dwelt upon the necessity there existed for having trained teachers placed in charge of our schools, and strongly insisted upon having none but men and women of high character. He deplored the appointment of persons who were physically, mentally and morally unfit to fill such responsible positions, and incidentally referred to the memorial sent to the Chief Superintendent of Education from the Gore District Council.

This memorial was a reply to a circular issued by Dr. Ryerson in 1848, regarding the Normal School, which had then been recently established, and contains the following passage :

" Your memorialists do not hope to provide qualified teachers by any other means in the present circumstances of the country, than securing, as heretofore, the services of those whose physical disabilities from age render this mode of obtaining a livelihood the only one suited to their

decaying energies, or by employing such of the newly arrived emigrants as are qualified for Common School teachers, year by year, as they come amongst us, and who will adopt this as a means of temporary support, until their characters and abilities are known and turned to better account for themselves."

This extract throws a side-light on the popular view of Common School education at a time when the burning question of the day in Hamilton was the erection of a commodious Central School building or the erection of a number of smaller schools in the different districts. What a change has come over public opinion since that time! What advances have been made! Let the answer be given by the stately edifices that have been erected for the accommodation of the children of the common people. Let us learn to guard well our Public Schools, for they are the foundation of our national greatness. National greatness depends upon material prosperity, material prosperity depends upon intelligent labor, and intelligent labor depends upon the proper education of the masses.

The sentiments expressed by these two gentlemen regarding the Central School itself, and the staff of teachers employed, were of the most gratifying description. The boys and girls occupied separate rooms, but pursued the same studies. In the original plan there were three class rooms and three galleries on the first floor, and two class rooms and two galleries, with a large assembly room, on the second. The pupils gathered together in the assembly room for the opening exercises, and were then sent to their respective class rooms. The Lancastrian system was followed in many of its best features. Altogether the building and grounds and the quality of the work done in the various divisions grew in favor from day to day, and when the first public examination was held on the 21st of December following, it became quite evident that the citizens were satisfied that the Board of Trustees had done wisely and well for the city in the matter of Common School education.

The staff of teachers appointed to take charge of the various divisions consisted of the following persons : Principal, and teacher of the senior division of boys, John Herbert Sangster, with B. E. Charlton, J. B. Elson, J. B. Grey, Mr. Martin and Mr. McNaughton as assistants. Miss Morrison was the head mistress of the girls' department and teacher of the senior division. Her assistants were Miss Saunders, Miss McGann, Miss Masters and Miss Coote. The number of pupils enrolled on the first day was about 600, but it took some time to get the new machinery running smoothly. The great popularity of the school, as well as the superior instruction given, caused a large influx of pupils. It soon became necessary to provide additional accommodation. The assembly room was converted into class rooms and a number of new teachers were employed. Among these were Miss Lyons, Miss Hendry, Miss Henderson and two Miss Healeys, sisters of Mrs. Clark, head mistress of the Provincial Model School. Mr. Looney was the writing master and Mr. Packard the music teacher.

The course of study was quite extensive and embraced the following subjects : Reading (including literature), Writing, Book-keeping, Arithmetic, Algebra, Euclid, Grammar, Composition, Object Lessons, Geography, History (English, Canadian, and an outline of Ancient as contained in the Fifth Book), Natural History, Natural Philosophy and Astronomy. The Irish National series of school books was adopted by the Board of Trustees and used in the schools. When any of the pupils had completed this course, or left school to enter upon the active duties of life, a certificate for diligence and good conduct was awarded them. These certificates were highly prized, and were given only to those who really merited such an honorable distinction.

Among those who took an active part in developing the school system of this city, and who used his best efforts to lay broad and deep the foundations

of education in the rising generation, no one deserves higher honor than Dr. William Craigie. During a residence of nearly twenty years, he enjoyed a large measure of the confidence and esteem of the public. Everything pertaining to shams was an abomination in his sight. His life was pure and blameless, for it was founded on deep religious convictions. In short he was a genuine type of Dr. McClure of the "Bonnie Briar Bush."

Appreciating the nobility of his profession, he valued it more as a means of doing good and relieving suffering than of adding to his wealth. Would that he had more followers in every calling in life. It is said of him that he never rendered an account nor asked money of any person for professional services, but contented himself with accepting whatever was given to him.

As has already been said, he was the prime mover in the erection of the Central School building, and it is largely owing to his persistent efforts as a member of the Board of Trustees that it now graces one of the most beautiful situations in this city. Ever mindful of the interests of the common people of his adopted country, who were desirous of giving their children a good English education, he was frequently consulted about educational matters by the government of the day. His letters and reports on the matters submitted to him furnish evidence of ripe scholarship and a clear conception of the educational needs of the Province.

Dr. Craigie was born in Aberdeen, Scotland, on the 11th day of March, 1790, and died in Hamilton on the 10th of August, 1863. He studied medicine at Mareschal College, Aberdeen, and at the Universities of Dublin and Edinburgh, from each of which he obtained degrees. When he left Scotland for Canada in 1834 his friends presented him with a solid silver tea service, on which is the following inscription: "To Wlilam Craigie, Esq., from his friends in and near Keith, as a mark of their estimation of his professional abilities and respect for his public

and private character, 18th of June, 1834." On his arrival in Upper Canada he settled in Ancaster, where he taught school for some time. In April, 1835, he presented himself to the Medical Board of the Province and received a license to practice medicine. He practised in Ancaster until 1845, when he removed to Hamilton. Here he soon took his place as one of the leading citizens and became an active worker in everything that tended to the improvement and advancement of the city. He was a great lover of flowers, making the cultivation of roses a specialty. He was the original organizer of the Horticultural Society, which gradually developed from a series of flower shows instituted by him.

In addition to his duties as a physician with a large and increasing practice, he became a director of the Mechanics' Institute, a member of the Upper Canada Board of Arts, kept careful meteorological records, and was a frequent contributor to a scientific journal in connection with the Smithsonian Institute at Washington. Having devoted considerable time to the study of science, he became an authority on Meteorology, Botany, Horticulture and Agriculture. On the death of Dr. Gerald O'Reilly he was appointed Medical referee for the Canada Life Assurance Company. His residence was on the corner of Hughson and Augusta streets.

This sketch would be incomplete without some reference to his manner of life. It is said that in winter he always wore a "Scotch plaid" in the regular Scottish style, and that he had "twa dogs" as his companions. In fact, it was a trite saying among the people when speaking of Dr. Craigie to say, "Me and my twa dogs." When a young man he dressed in the height of fashion, and was in the language of the day, "quite a dandy." As he advanced in years he became more particular regarding his diet, but less so with his dress, for he has been seen on the streets with his toilet incomplete. These little peculiarities, instead of detracting from his worth, added to his

popularity and raised him in the esteem of those who value true manhood, for he was an enemy to all cant and hypocrisy.

When the agitation for a Central School began elementary education in this city was in a deplorable condition. The trustees in 1850 ordered a census of the school population to be taken, when it was found that there were 2,553 children between 5 and 16 years of age. To meet the demand for the education of these there were only six Common Schools, taught by legally qualified teachers. The rooms occupied were rented, and gave very inadequate accommodation. The teachers rented the rooms and the Trustees paid the rent. Rents varied from £12 to £15 per annum, according to location and accommodation. Sometimes it became necessary to move from one building to another at the expiration of the school term. This rendered it almost impossible to trace with any degree of accuracy the location of these buildings. The course of study was a very limited one, embracing Reading, Spelling, Writing, Arithmetic, Geography, and in some cases Grammar and History. The subjects taught were left largely to the judgment, or perhaps it would be better to say, to the attainments of the teachers. The number of pupils entered during the year on the registers of these six Common Schools was 950, with 415 as the average daily attendance.

These six Common Schools did not meet the requirements of the people in the matter of education, for there were no less than 22 private schools doing elementary work, three doing more advanced work, and the County Grammar School. In the private schools no legal qualifications were exacted from the teachers, since no legislative aid was given. Therefore any person who could obtain a suitable room, and secure the requisite number of pupils was at liberty to start a private school. According to the census 794 pupils received instruction at these different private schools. This leaves about 800 children of

No. 4.



GENERAL SCHOOL,

Hamilton, April 29th 1854.

Frederick Hopper -

Aged. 14 years.

No. 25

Class Roll No. 9

No. 177

Register A.

This is to certify that Frederick Hopper...
having attended the Hamilton Central School from
the 2^d Aug. 1853 to 3^d June 1854
and having at all times conducted himself well
in every respect, departs from
this Institution with habits of industry, order,
and propriety & have been able to secure
Mr. J. Thompson's & Mr. Alexander's
of Principal.

CERTIFICATE OF MERIT.

school age for whom no provision was made for even the most elementary education.

In 1843 the Rev. J. G. Geddes, M. A., opened a private school in the basement of Christ's Church, of which he was then rector. He gave instruction in English, Mathematics, Classics, and Modern Languages, in addition to the elementary subjects. His successor was the Rev. J. G. D. McKenzie, M. A., who afterwards was appointed Inspector of Grammar Schools. He devoted his time almost exclusively to preparing students for matriculation at the university. This school remained in existence for about twenty-five years.

Burlington Academy, under the principalship of the Rev. D. C. VanNorman, M. A., flourished for a few years, and was succeeded after many years by the Wesleyan Ladies' College. These schools were devoted exclusively to the education of young women. Miss Morgan had charge of a select school for young ladies, in which excellent work was done.

The introduction of new methods of instruction and classification into the Common Schools, and the severing of the ties that bound them to the old forms of a dead past soon brought this Central School into great prominence. Visitors from various parts of the Province, and even outside of it came to study the methods pursued therein. These things gave great satisfaction to the trustees, the teachers, and the citizens generally, and proved most conclusively that the Hamilton Central School, with its advanced educational methods, was a most pronounced success. Hamiltonians, whether resident or not, have ever taken an honest pride in it, and look back with pleasure to the time when they were pupils within its walls. It now stands out as one of the most prominent historical landmarks, from an educational point of view, in Ontario. Every citizen takes a warm interest in it, not alone on account of its commanding position, but for its association with the past and its prospects for the future. The fol-

lowing extracts from the public press of that time show how the public outside of Hamilton viewed this institution and the work done therein:

"The Canadian," in its issue of the 27th of August, 1853, has a very complimentary reference to this school. It says: "This institution, which may almost be termed the only institution of Hamilton (containing about twelve hundred pupils), is now in full operation and is visited with intense interest and admiration by all intelligent strangers who visit the city. We are much pleased to learn from those who have had an opportunity of seeing other similar establishments in Britain, on the Continent of Europe, and in the United States, that the Central School of Hamilton is one of the most complete educational seminaries in all its departments, including its music and gymnastics, that is to be met with even in the oldest and best educated countries. We refer, of course, to the accommodation, convenience, arrangement, and extent of the establishment, and its entire apparatus, as well as to the systematic and orderly management under which the multitude of pupils are taught, and we believe we are warranted in saying that the progress being made is fully equal to the extent and imposing appearance of the institution. We understand Mr. Sangster, the Principal, intends to continue the school during the week of the Provincial Show and that it will be open to visitors. No doubt hundreds will avail themselves of this privilege, and it may be assumed that a majority of those who visit it will leave our city with the honest conviction that the Central School in operation was the best part of the exhibition."

"The Dundas Warden" of the 2nd of September, 1853, referring to the Hamilton Central School, says: "One of the greatest treats which has even fallen to our lot was experienced in a recent hasty visit to this noble institution. The building is commodious, well ventilated, and delightfully situated, and adjacent to it are the respec-

tive playgrounds and gymnasiums for the male and female scholars. Everything is conducted in the most orderly manner, and both teachers and the taught seem to realize that they are indeed engaged in a ‘delightful task.’ The average attendance is about 950—the children are admitted without fee—nor is there any distinction between class or color; all drink at the same fountains of mind invigorating knowledge, and judging from the happy faces and cleanly appearance of the whole, we should say that none have partaken in vain. We understand that the trustees are now engaged in the erection of three initiatory schools in different parts of the city for preparing the younger children. When these are complete and in operation Hamilton will afford a proud example of the success of the Free School System.”

In March, 1858, Mr. J. H. Sangster tendered his resignation to the Board of Trustees as Principal of the Central School. This was reluctantly accepted by the Board, and Mr. A. Macallum, of the Provincial Model School, was appointed to succeed him. A mass meeting was held in the large hall of the Mechanics’ Institute on the evening of the 20th of April, for the purpose of allowing the teachers and pupils an opportunity of giving expression to their feelings upon the retirement of their Principal. His Worship, the Mayor, presided, and opened the meeting with a brief speech, in which he referred in touching terms to the severance of the connection between Mr. Sangster and the citizens of Hamilton. When the meeting had thus been formally opened, Mr. Strachan, on behalf of the teachers and pupils, read a beautifully worded address expressive of the feelings they entertained toward their retiring Principal. Mr. Sangster in his reply referred briefly but very pointedly to the dignity of the teaching profession, and urged teachers to think seriously of their responsibility in fashioning the characters of those committed to their care. The Rev. Mr. Ormiston and the Rev. Dr. Irvine each followed with brief but appropriate remarks.

Immediately after these addresses had been given His Worship the Mayor called upon Master John M. Gibson, the leader of the school, to read an address from the pupils. This was accompanied with a beautiful gold chronometer, on which was inscribed: "Presented to J. H. Sangster, Esq., by his affectionate pupils on the occasion of his leaving the Central School, Hamilton, April 30th, 1858." Mr. Sangster, in accepting this testimonial, made a touching and eloquent reply, which was followed by a brief address by Mr. Macallum, who had recently been appointed Principal in place of Mr. Sangster. Mr. Cockburn, of the Provincial Model Grammar School, Toronto, complimented the people of Hamilton on the excellent system of Common School education which had recently been established under the supervision of Mr. Sangster. Dr. W. L. Billings expressed the regrets of the Trustees at having to part with Mr. Sangster, and assured him that he carried with him the best wishes of every member of the Board and of the citizens of Hamilton. The meeting was then brought to a close by singing the national anthem.

A few condensed extracts from Mr. Sangster's reply to the address from his pupils will serve to give the reader a clear insight into the principles sought to be inculcated in the Central School. Mr. Sangster said: "I feel assured that you will continue to give your earnest attention to your studies. Work diligently and faithfully, for without labor there is no excellence. The temple of science is placed on a hill and can only be reached by climbing. If you find the way steep and for a moment feel disheartened, fix your gaze steadily on the prize at the summit. Let your motto be 'Excelsior.'

"Never be discouraged by difficulties. Bear down all opposition by dint of exertion. The difference between men is not so much one of talent as of perseverance, energy, unconquerable determination. If you have talents, diligence will improve them; if but moderate ability, in-

dustry will supply the deficiency. Cultivate the habit of doing with all your might whatever you have to do. Aim high, work hard, see that your motives are good, that your principles are pure, and never for an instant dream of failure. Go forward in certainty, victory is yours.

"Strive after greatness of character. It pertains no more to the prince than to the peasant, but is equally within the reach of all. Some one has well remarked: 'He is the greatest man who chooses the right with invincible resolution, who resists the sorest temptation from within and from without, who bears the heaviest burdens cheerfully, who is the calmest in storm, and whose reliance on truth, on virtue, and on God is the most unfaltering.' Never be guilty of a mean or unworthy action. Never do or say anything the remembrance of which may cause you to blush, and humbly pray that your moral culture may keep pace with your intellectual attainments."

The three fundamental truths enforced both by precept and example were, faithful work in the school room, perseverance in overcoming difficulties, and the development of high ideals in character. If the reader will study the career of those whose names are recorded in the supplement to this sketch he will find examples of these principles embedded in the lives of the men and women who were once pupils in the old Central School.

Great improvements have been made in providing suitable accommodation for pupils attending the Public Schools since the Central School was first opened in the early fifties. This is particularly true of the very excellent buildings that have been erected in recent years. The fact however remained that the accommodation for secondary education was wholly inadequate to meet the demands made upon it. Among the many suggestions given was one that the old Central School be transformed into a modern Collegiate Institute. To this there was a very strong opposition, more especially from those who had formerly attended the school. They were opposed to

having anything done to this edifice that would alienate it from the purpose for which it was originally built. So strong was this feeling that the Board of Education appointed a special committee to consider this matter and report upon it. After exhaustive investigation they reported against converting it into a Collegiate Institute, but recommended that it be remodelled and made into a first class school. This report was considered at a special meeting held in March, 1890, and adopted. Plans and specifications were prepared, tenders advertised for, and contracts let. The total cost was \$25,000, and the building was completed and ready for occupation in less than one year. It is now, as it always has been, the great Public School of the city.

Turning now from the history of the building itself, to that of the men who have been intimately associated with the work done therein, a series of brief biographical sketches is here presented. These sketches include the Headmasters, Local Superintendents, and the Public School Inspectors who have shared in the honor of developing the educational system of this city, and are presented in the order in which they have occupied these positions.

John Herbert Sangster, M. A., M. D., the first Principal of the Hamilton Central School, was born in London, England, on the 26th of March, 1831, and, when very young, emigrated with his parents to America. The family lived in New York for a short time, and in 1836 removed to Canada. They made their home in Toronto. His father purchased a large tract of land in the Township of Whitchurch in the County of York, to which, in 1836, the family removed. Many of his relatives still live in that neighborhood.

As a youth he was noted for his studious habits and for his special aptitude in the study of mathematics. His father, who desired to have him properly educated, sent him to Upper Canada College, where he received his ele-

mentary training. In November, 1847, he entered the Toronto Normal School and received his professional certificate as a Common School teacher. This certificate was the second one issued by the Education Department. It was during this session that he, by an original and clever paper on Algebra, attracted the attention of the Rev. Dr. Ryerson, then Chief Superintendent of Education. In 1848 he was appointed second master in the Provincial Model School, where he remained until 1853, when he accepted the Principalship of the Hamilton Central School. Here he won great distinction as a teacher by his superior executive and educational abilities. This position he resigned in 1858, and was subsequently made an assistant teacher in the Model Grammar School of Toronto. From this position he was transferred to the second mastership of the Normal School, which position he held until, in 1866, on the death of Thomas Jeffry Robertson, M. A., he became headmaster. In addition to his Normal School work he was Professor of Chemistry and Botany in Dr. Rolph's Medical School, affiliated with Victoria University. During these years he was not only a diligent student but an original investigator. He possessed the quality of persistent application, concentrated upon special subjects that adapted themselves to the trend of his mind, and this soon placed him among the foremost educationists of the Province. As a mark of the high esteem in which he was held by the educational authorities of the day, he received in 1864 the honorary degree of Master of Arts from Victoria University.

After he severed his connection with the Normal School he spent some time in Toronto and Chicago before he entered the practice of medicine. Owing, however, to a change in the law regarding the Constitution of the Council of Public Instruction, he, in 1874, sought the suffrages of the Public School teachers of the Province as their representative on this Board. His opponent was Professor Goldwin Smith, who was elected. Since that

time he has had no direct connection with the teaching profession, although he has always taken a deep interest in the welfare of the educational system of this country.

Port Perry was the place he selected as his residence, and here he entered upon the practice of medicine. His active temperament and his professional skill soon brought him before the public again. In 1894 he was elected a member of the Medical Council. Here he soon made his presence felt, for he became a leader of the Medical Defence Association and took an active part in advancing the interests and raising the standard of medical education.

His residence in Port Perry is called "Beechenhurst," where he enjoyed the pleasures of a comfortable and luxurious home. In February, 1904, he and his wife went to Toronto to meet a daughter who was returning home from her wedding trip. While staying at the King Edward Hotel he was taken ill and died quite suddenly. His death was a great shock to his many friends throughout the Province. His remains were interred in Port Perry.

It is only a matter of simple justice to the memory of Dr. Sangster to refer to his ability as a teacher and as an author, for he excelled in each. As a teacher he was very clear and explicit in presenting the subject matter of his lessons, and these were always models of a high order. He was very persistent in fixing the facts of the lesson in the minds of his students. They knew well what he meant when he, with a peculiar smile on his face, said "to-morrow we shall have a grind." This meant a searching review, and woe betide the unfortunate student who failed to respond with a prompt and correct answer. His reproofs were direct, though not severe. Sometimes when negligence or carelessness was clearly in evidence these reproofs were couched in trenchant English. On these occasions it was not so much what he said, as the manner in which he said it, that sometimes roused feelings of resentment on the part of those who had neglected proper preparation. Nevertheless these reviews or grinds,



ARCHIBALD MACALLUM, M. A., L.L. B.

as they were facetiously called, were of great value to the student, for every lesson had to be carefully prepared. He had no patience with idlers. Work was imperative.

In the matter of discipline he combined firmness with kindness, but where it became really necessary to administer corporal punishment the culprit did not covet a second interview. Those who have passed through this ordeal assert most emphatically that he was an adept in the use of the strap. The effect, however, was decidedly wholesome, and more than one laggard in study was aroused into activity and made more rapid progress in his studies.

From 1858 to 1871 Dr. Sangster prepared and published a number of text books, relating more particularly to the subjects belonging to his department in the Normal School. They consisted of treatises on Arithmetic, Algebra, Natural Philosophy, Chemistry and Chemical Physics. Apparently the field of general literature did not attract his attention, although a writer of no mean ability. The bent of his mind was mathematical, and this prevented him giving special attention to literary work. He thoroughly enjoyed and was familiar with the great writers of the past.

Outside of his professional attainments he possessed a fund of general information that was not common to the ordinary professional man. His memory was very retentive, and any literary selection that commended itself to his judgment soon became a part of his mental equipment. Dr. Sangster was a public spirited citizen and was frequently called upon to deliver addresses on special occasions. At Teachers' Conventions his voice was frequently heard. In July, 1892, on the "hoisting of the flag" demonstration in London he gave a masterly oration on "One Century's Transformation in Canadian Life." At the jubilee of the Toronto Normal School in 1897 he gave a thoughtful address on "Where do we stand educationally as compared with fifty years ago." While at the semi-centennial celebration of the opening of the Hamilton

Central School in 1903 he gave an eloquent and able review of the opening scenes of that institution. His life is closed, but his works remain a monument to his memory.

Dr. Sangster, the first Principal, was succeeded by Mr. Archibald Macallum, who resigned his position as headmaster of the Provincial Model School in Toronto to assume the management of the Central School and the other city schools affiliated thereto. In September, 1870, he succeeded Rev. Dr. Ormiston as Local Superintendent, and in July, 1871, this office was merged into that of Public School Inspector, a new office created by the Public Schools Act of that year. The following biographical sketch is from the pen of Archibald McMurchy, M. A., formerly rector of the Jarvis Street Collegiate Institute, Toronto:

"Archibald Macallum, M.A., LL.D., was a representative of a numerous class of Canadians, who, coming to this country in early youth, and at a time when educational advantages were of a very primitive character, have, in spite of these adverse circumstances, made themselves, in the best sense, educated men.

"Mr. Macallum was born in Scotland in 1824, of Highland parents, who came to this country when he was quite young, and settled at Point Fortune on the Ottawa river. It was not until he had reached the age when most boys now enter the High School that he was able to begin to acquire the elements of an English education, though this was probably counterbalanced by his acquaintance with the beauties of the Gaelic language.

"For some years, and while engaged in different employments, he steadily kept in view the possibility of his securing a liberal education, and for this purpose, in 1847, he entered the Toronto Normal School, obtaining in due course the first first-class certificate granted by the educational authorities of that institution. In 1849 he was p-

pointed senior teacher of the Provincial Model Schools, and being highly esteemed, not only by the Chief Superintendent of Education, but also by the officers immediately in charge, he became in 1853 Principal of that institution. Of the efficiency of the school under his management, many of those who were educated there, as well as a large number of teachers in training at that time, and who are at present carrying on the work of education all over the country, can testify.

"While he was headmaster of the Model School Mr. Macallum assisted on different occasions by conducting classes in the Normal School, especially the class in book-keeping, which was taught by him for a number of years.

"He prepared a chart and a manual on Natural History, which at one time was extensively used.

"In the year 1858, several changes having taken place in the Normal and Model Schools, Mr. Macallum accepted the position of Principal of the Public Schools of the city of Hamilton, a position which he held till his death, a period of twenty-one years, with much acceptance to the public and profit to the schools of the city of Hamilton.

"The Ontario Educational Association was formed in 1860. Mr. Macallum was one of the few who then assembled for its organization, and of the Ontario Teachers' Association he continued up to the time of his death an able and judicious member.

"In his perseverance, in his thirst for knowledge, in his kindly intercourse with his fellow members, in his conscientious discharge of the duties of his profession, we may, with profit and safety, follow his example."

Mr. G. W. Johnson succeeded Mr. Macallum as Principal in January, 1875, and remained in this position until 1891, when he was appointed to take charge of the Commercial Department of Upper Canada College. He is a native of the County of Wentworth, and began teaching when only 15 years of age. His first school was in he

County of Welland, where he taught for three months. Feeling the need of having a better education, he spent some time at the Fort Edward Institute on the Hudson, then came to Hamilton and studied in the Central School under Mr. Blackman. He obtained a first-class certificate of qualifications as a teacher and resumed teaching in Wentworth. After teaching a short time he went to Buffalo and became associate editor of the Courier. From there he went to Cleveland and began work on the Plain-dealer. It was here that he was associated with Mr. Charles F. Brown, better known as "Artemus Ward, Showman." In 1868 he returned to Hamilton and was connected with the Spectator office. He next took charge of a school in Binbrook, where he remained for two years. Then he was appointed Principal of the Stoney Creek School, where he remained for two years, and then removed to Bartonville. Here he remained one year, when he accepted the Principalship of the Central School.

He is a writer of verse, and frequently contributed articles to newspapers and magazines. One of his songs, "When You and I Were Young, Maggie," has been set to music and was very popular. He has a natural aptitude for teaching, and possesses a great fund of originality, especially in methods and in certain kinds of work. This enables him to win the confidence and esteem of his pupils. His career as a teacher has been a successful one. He is still a member of the staff of Upper Canada College.

On the retirement of Mr. Johnson, Mr. S. B. Sinclair was appointed Principal. Previously he had been in charge of the Wentworth County Model School, whose headquarters were then in the Central. He was therefore somewhat familiar with the work of the district over which he had been called to preside. He is a native Canadian, and was born at Ridgetown, Ontario, where he received his early education. His educational acquirements did not satisfy him, and so he entered the Hamilton Collegiate Institute and obtained a first-class certificate

as a Public School teacher. Subsequently he entered Victoria University and obtained a degree in arts, then studied in Toronto and obtained an M. A., and lastly spent some time at Chicago University, where he obtained a degree of Ph. D. and the highest fellowship in the gift of that university.

He has had a somewhat varied experience in teaching. He started in a rural school; then he took charge of a town school, and then entered the services of the Hamilton Board of Education, where he remained until 1893, when he resigned to accept the Vice-Principalship of the Ottawa Normal School, which position he still holds.

He is the author of two educational works, "First Year at School," and "The Possibility of a Science of Education," both of which have been published in Canada and the United States. He is an ex-president of the Ontario Educational Association.

Mr. Walter H. Elliot, B. A., of the Collegiate Institute staff, was appointed to fill the vacancy caused by Mr. Sinclair's resignation. He remained in this position until September, 1899, when he received the appointment of Vice-Principal of the Toronto Normal School, which position he still occupies.

He was born in Omemee, Victoria County, and received his early education in the Public and High schools of that town. After passing through the County Model School he took charge of a rural school in the township of Emily. He entered the Normal School in 1866, and obtained honors at the final examination. During the same year he obtained a first-class certificate which qualified him for an assistant mastership in a High School or Collegiate Institute. On leaving the Normal School he was appointed Principal of the Glen Morris Public School. He remained there until the summer vacation, when he received the appointment of English master in the Hamilton Collegiate Institute. He is a graduate in Arts of Queen's University, a graduate in

Arts and Philosophy of the State University of Illinois, and a specialist in English and History of Toronto University.

On the resignation of Mr. Elliot, Mr. Walter H. Davis was transferred from the Ryerson to the Central School. Mr. Davis is a native of Wentworth, and began his teaching in the township of Binbrook. After graduating with honors from the Normal School he resumed teaching in Kingston. He did not remain long in that position before an opening occurred on the staff of teachers in Hamilton, for which he applied, and was the successful applicant. Here he remained until March, 1900, when he resigned and retired from the teaching profession.

In September, 1900, Mr. William C. Morton was transferred from the Principalship of the Queen Victoria School to that of the Central School. He was born in the County of Peterborough and received his early education chiefly in the Iroquois High School. His first school was in a rural section in the County of Grenville, in which he spent one year. He then taught in the village of Iroquois. In 1874 he removed to Waterdown, where he became Principal of the Public School. When the Cannon Street School was opened in 1877 he was selected for the Principalship from a large number of applicants. From this school he was transferred to the Queen Victoria School, and from thence to the Central School, where he now upholds the noblest traditions of the past of this great Public School.

There was no official supervision of the Common Schools of Upper Canada until the School Act of 1841 created the office of District Superintendent. The schools of the town of Hamilton were under the jurisdiction of the Gore District Superintendent until 1848, when the Board of Trustees appointed Mr. Frederick Suter as local superintendent of Common Schools. At this time this office and the emoluments pertaining thereto were simply appended to some other office, for in the opinion

of the people the schools did not require any supervision. They thought it a waste of time and money to have an official devoting his entire time to the education of their children. Evidently the first local superintendent did not look upon this position as worthy of even a moiety of his attention, for he removed from the city without going through the formality of sending in his resignation. The Board of Trustees did not feel flattered with this treatment, and therefore they passed a resolution dismissing him from his office.

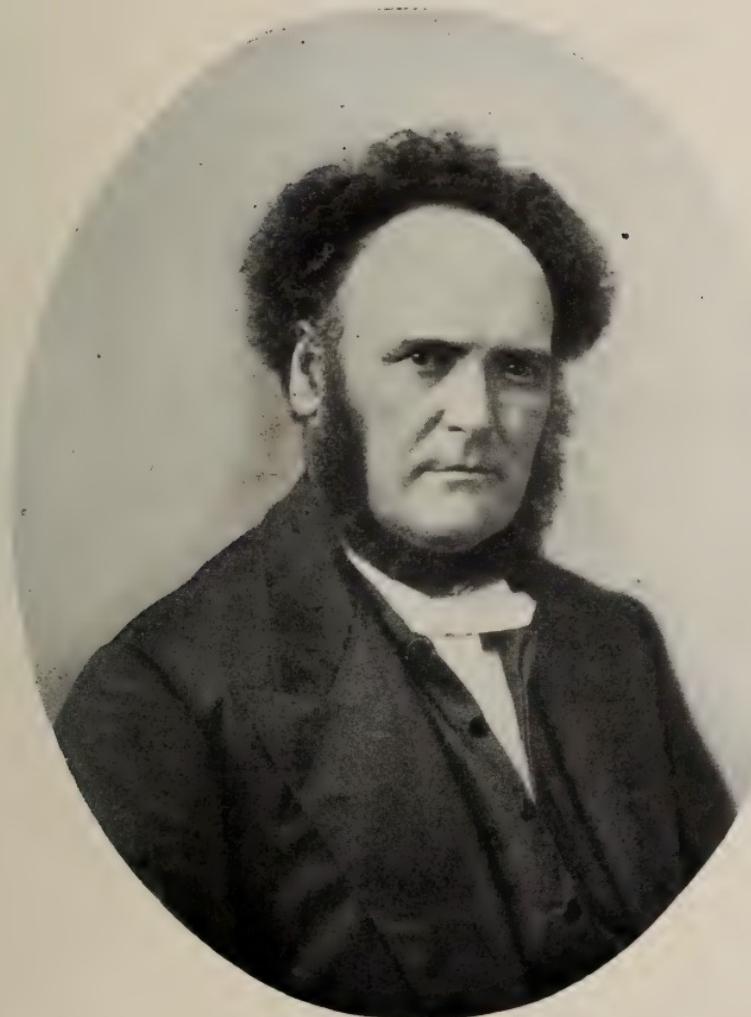
His successor was Mr. C. O. Counsell, who resigned his trusteeship to accept the local superintendency of the schools. This appointment was made in October, 1849, just at one of the most critical periods in the educational history of the city. The people were pretty evenly divided on the question of a Central School, or a series of district or sectional schools, and it was very important that a man with a liberal education and of good sound judgment should be at the head of these schools. It must, however, be borne in mind that there were only six common schools within the city limits, and these occupied rented premises, with little or no accommodation for the pupils, while there were some twenty-eight or thirty private schools. After Mr. Counsell received the appointment he entered with an earnest desire to improve the condition of these schools. For this purpose he visited them quite frequently and thoroughly informed himself as to the standing of the pupils in scholarships, the regularity of their attendance, the number of children not attending any school, and the accommodation provided by the trustees. When he had gathered the necessary information he prepared quite an extensive report, in which he cited the facts that had come under his personal observation, and made certain recommendations for the guidance of the Trustees. The points upon which he dealt with special emphasis were: (1) A better classification of pupils, (2) improved methods of teaching and of management, (3)

proper equipment, and (4) adequate accommodation. At that time the Board of Trustees owned no property, but were at the mercy of the landlords from whom they rented their school premises. In the school room there was neither system nor method in the management, for each teacher was a law unto himself and did what seemed best in his sight. Changes of teachers meant changes in methods, in management, and in classification, with results that were far from being satisfactory to the parents.

It was during this critical period that Mr. Counsell, as local superintendent, and Dr. Craigie, as trustee, worked in harmony, and it is largely through their combined influence that the Central School system was finally adopted. Whatever honor or credit is due to the men who laid broad and deep the foundation of the Common School system of this city, these two men, with Mr. James Cummings, are entitled to the major portion of it, and there can be no doubt that the present generation will most cheerfully accord to each his just proportion.

Charles Ozen Counsell was born in the County of Somersetshire, England, on the 18th of May, 1796, and received his education in the city of Bristol. His family had lived in Somerset from a very early period, and there were tracts of land known as "Counsell's land" in the early part of the last century. Mr. Counsell was the youngest of eleven children, and when his education was completed he went to London and engaged in educational pursuits for which he was well fitted.

He emigrated to the United States with his wife in 1833, and after trying farming in the State of New York for a few years, he again engaged in teaching at Ithaca, and was very successful. Wishing to have his young family brought up under the protection of the "Old Flag," he, in 1842, removed to Canada. In 1848 he was appointed superintendent of the Barton schools, and later was chosen secretary of the County Board of Public Instruction. On the 27th of June, 1850, he was appointed



WILLIAM ORMISTON, D. D.

clerk of the County of Wentworth, which office he held until his death, which occurred on the 7th of October, 1861. The good that men do lives after them.

After the completion and occupation of the Central School Mr. Counsell, in July, 1853, resigned his position as local superintendent. Mr. Kirby was appointed his successor at the next regular meeting of the Trustees. He did not remain long in office, for in March, 1854, he tendered his resignation, which was accepted, and Mr. T. A. Ambridge was appointed to fill the vacancy. Mr. Ambridge remained in this office until April, 1860, when he resigned. The Rev. Dr. Ormiston, an eminent Presbyterian divine, was his successor, and did much to improve the tone of the city schools. He was a graduate of Victoria University, and had spent some time in teaching in a rural school. He was appointed second master in the Toronto Normal School in May, 1853, and held it until May, 1857, when he resigned to devote his time and talents to the ministry of the Presbyterian Church. He was one of the most eloquent preachers in that denomination. His language was free and graceful, his thoughts profound, and his enthusiasm unbounded. These desirable qualities, combined with a fervid imagination, made him a power for good in whatever calling he chose to enter, for his heart was right and his motives pure. He left Hamilton to accept a call to a very prominent church in New York City. Some years afterwards failing health caused him to remove to California. Since then he has passed away.

In September, 1870, Mr. Archibald Macallum, M. A., was appointed local superintendent in place of the Rev. Dr. Ormiston. This position he held until July, 1871, when by virtue of a change in the school law of the Province he became Public School Inspector for the city.

At his death, which occurred during the summer of 1879, the Board of Education made some important changes in the school system of the city. They appointed

Mr. George Dickson, who was then Principal of the Collegiate Institute, Principal of the Public Schools as well, thus uniting them under one management. The requirements of the law demanded that an Inspector of Public Schools should be appointed, and arrangements were made with Mr. J. H. Smith, P. S. Inspector, Wentworth Co., to take charge of the official work, leaving Mr. Dickson to discharge the duties of Principal. Accordingly Mr. Smith was appointed City Inspector in August, 1879, and remained in this office until the close of 1884, when he resigned and was succeeded by W. H. Ballard, M. A., who still occupies the position.

Mr. Smith is a native of Wentworth County, and is of U. E. Loyalist descent. His grandparents settled near Dundas in 1793, and they and their descendants have resided continuously on the same farm since 1796. When the Public Schools Act of 1871, created the office of Public School Inspector he was appointed to it by the County Council, and has held it continuously since that time. Previously he had taught school in the counties of Wentworth, Halton and Huron. He received his elementary education in S. S. No. 6, West Flamboro, his principal teacher being Mr. W. N. Douglas, an undergraduate of Aberdeen University. In the Dundas Grammar School he studied under John King, M. A., of Trinity College, Dublin, from which school he entered Victoria College. This was followed by a special course taken at a private school in Dundas, taught by Mr. McGonagal. Having finished this course, and successfully passed the required examinations, he entered the teaching profession, taking charge of the rural school at Millgrove, Ontario. Desirous of obtaining the highest qualifications and training as a teacher, he entered the Toronto Normal School, attending the 25th and 26th sessions. He graduated from there in 1861, taking with highest honors a first-class Grade A certificate.

W. H. Ballard, M. A., entered upon his duties as City

Inspector of Public Schools in January, 1885, and has since devoted his time and his talents with untiring energy to improving the conditions of these schools. He is a native of Ontario County, where he received his elementary education. He attended the Whitby Grammar School, qualified himself as a teacher and entered upon his life work in one of the rural schools of that county. He also taught as an assistant master in the Whitby Grammar School. He then entered Toronto University and, in 1871, received the degree of Bachelor of Arts, winning the gold medal in mathematics. In 1875 the degree of Master of Arts was conferred upon him.

Shortly after his graduation he was appointed head-master of the Chatham High School, which position he held until 1874, when he became mathematical master of the Hamilton Collegiate Institute. Here he distinguished himself as a teacher, for it was under his instruction that the pupils of this institute won the mathematical scholarship at Toronto University for seven years in succession, a record for which any teacher might justly feel proud.

For nine years he was a member of the Senate of Toronto University, and took an active part in the deliberations of that body. He also had the honor of being one of the University examiners in mathematics for four years, and for three years he served on the Educational Council. As an examiner his work was at all times carefully prepared, and his questions were practical and comprehensive. He sought to test the students on principles rather than on obscure peculiarities.

The general public is largely indebted to the clerks of our legislative and municipal bodies, and to the secretaries of boards of every kind and class, for a knowledge of their transactions. In every case these positions should be filled by men who are systematic in their business methods, as well as accurate and careful in detail, so that reliable records may be obtained and preserved. These conditions have been fully met in the person of the present secretary of the Board of Education.

When this Board was organized in 1847 Mr. C. H. Stokoe was appointed the first secretary. His successor was Mr. John Kenly. In 1854 Mr. Thomas Beasley was appointed to this important position, and now for nearly half a century he has discharged the duties of this office in such a manner as to win the confidence and esteem of all those with whom he has had business transactions.

He is a grandson of Colonel Richard Beasley, who was one of the first settlers at the "head of the lake," if not actually *the first*. The old homestead was on lot 19 in the second concession of Barton, just west of the present city limits. Here he was born in December, 1828, and received his early education in the old log schoolhouse near Bamberger's Inn, better known as the "Halfway House." Among his schoolmates were the Binkleys, the Bambergers, the Clines, the Forsyths and the Ashbaughs, names familiar to the residents of that neighborhood. When he had studied the "three Rs" to the extent in which they were taught in this school he became a pupil in Dr. Rae's school in this city, where he was prepared for college. In 1842 he entered Victoria College and remained there until 1845, when he entered Knox's Academy in Toronto, since called Knox College. From this school he entered the Law Society, and became a student in the office of Messrs. Burton and Sadlier, and completed his course with the firm of Freeman and Craigie. Shortly after he graduated in law the city clerkship became vacant, and he was selected from a number of candidates to fill the position. At the same time he was appointed secretary of the Board of Education. He still discharges the duties of both offices.

On every board or committee there are some who always take a deep interest in the work assigned, and are prepared to make sacrifices for the good of the cause whatever it may be. Usually it is from among men of this class that presiding officers are selected, and much of the success of the work undertaken depends upon those

who occupy these positions. It is no disparagement to any of the members of these boards to say that some are better qualified both by temperament and personality than others to preside, for all are not gifted alike in this respect.

In the early days Boards of Trustees had many difficulties to overcome and many problems to solve that required both tact and sound judgment. As a general rule it fell to the lot of the chairman to pour oil upon the troubled waters, to soothe wounded pride, whether personal or family, and give timely counsel to both parents and teachers. Slight concessions frequently straightened out or removed annoyances, and converted opponents into friends. The citizens owe a debt of gratitude to these men who were pioneers in the noble work of educating the common people and who sacrificed no inconsiderable amount of private time to the public interests.

The mayor of the city, Mr. Colin C. Ferrie, was the first chairman of the Board, and took an active part in its organization. He was succeeded by Mr. F. R. Distin who, in 1849, was also elected mayor. Mr. Distin served five years as chairman, and it was upon his shoulders that the burden of the initial work of building and organizing the Central School largely devolved. Mr. Oliver Springer, a practising barrister, succeeded Mr. Distin, and held this position for four consecutive years. His successor was Dr. W. L. Billings, a well known physician, who for five years served the city in this capacity. These gentlemen did much towards perfecting and consolidating the school system of the city, but the honor of the longest period of service and the most effective work done must be awarded to Mr. James Cummings, who from 1863 to 1875 inclusive presided over the deliberations of the Board and shaped the destiny of the city schools and the high standing attained in educational work.

He was born in Ireland in 1815 and emigrated to Canada in early manhood, living at first in Montreal and afterwards in Hamilton. Here he established a large

wholesale and retail crockery business, which proved a successful venture. Practically he was a self-educated man, a close and accurate observer, well read in the literature of the day, and keen and shrewd in all business transactions. Liberal and broad minded in his views, and of a kindly disposition, he soon became an ideal chairman. Parents and teachers listened to and profited by his advice, and he became the peacemaker when trouble arose in any department of school work.

Two permanent customs in the management of the city schools were the direct outcome of his close observation and business judgment. These were the introduction of the two-hour noon recess and the adoption of the monthly fee system for the purchase of free school supplies. The latter has the great advantage of being both uniform and economical, and Hamilton is proud of having been the pioneer Canadian city in introducing it. In addition to the ordinary work of a presiding officer he gave the closest attention to the proper supervision of the repairs required in the various school buildings. He directed with a master workman's skill all the improvements undertaken by the Board, and through his knowledge both of labor and material rendered invaluable service to this city. He died in 1895, honored and respected by all.

When the Central School Jubilee was first projected the Hon. John M. Gibson, M. A., K. C., was unanimously chosen chairman of the general committee, and it is to him personally, in no small degree, that the people are indebted for the great success of that memorable reunion. From its first inception he was indefatigable in his exertions and spared neither effort nor influence to carry it to a successful issue. As chairman of the general committee, and of the mass meeting at the Central School, he directed the course of events that culminated in one of the most pleasant and enjoyable gatherings ever held in this city. Looking at it from every point of view, and plac-

ing it in its proper historical perspective, it will always be a red letter day in the annals of Hamilton—a day to be remembered.

Mr. Gibson was born in Toronto Township on New Year's day, 1842, and is of Scottish descent. He received his elementary education at the Hamilton Central School, being the second to matriculate from it into the University College, Toronto. His college course proved a succession of triumphs for the brilliant young student. Upon entering he won the Classical Scholarship, and when he graduated in Arts in 1863 he carried off the Prince of Wales prize, the silver medal in Classics and Moderns, and the prize in Oriental languages. He next took up the study of law, and was called to the bar at the Michaelmas term in 1867. To further enlarge his knowledge of this subject he entered the law course at Toronto University, and in 1869 obtained the degree of LL.B., winning the gold medal.

For many years he was a valued member of the Board of Education, where his scholarly attainments and liberal views did much to advance the cause of secondary education and thus improve the standing of both the High and Public Schools. He served the Board as chairman for two years, being the successor of Mr. Cummings.

His public spirit and his desire to promote the interests of every institution that was likely to add to the prestige of the city commanded his attention, and immediately his energies were directed towards the accomplishment of the purpose he had in view. A striking example of this is to be seen in the Hamilton Art School. He can fairly claim to be its founder, for he not only gave of his means to support it, but he used his personal influence in its favor and acted as its president for five years. It is largely owing to his persistent efforts in its early stages of development that it has become one of our representative institutions.

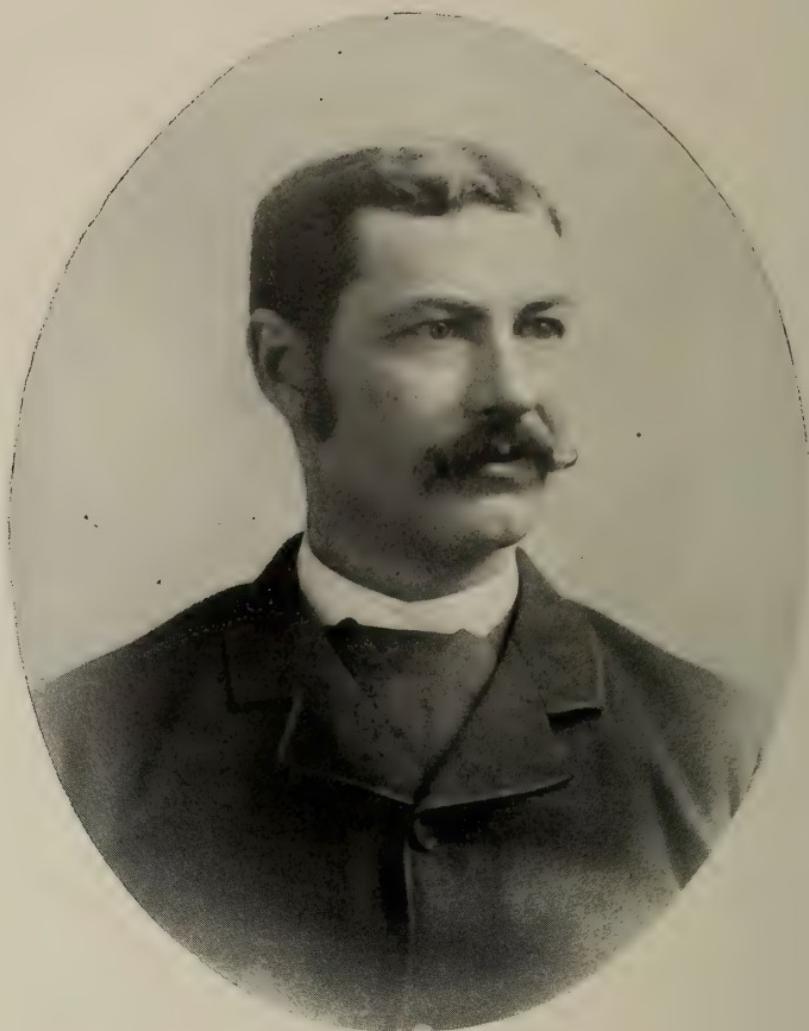
Mr. Gibson has taken an active interest in

military matters, and won distinction both in England and Canada as a marksman. For several years he was the commanding officer of the 13th Battalion, and is now Honorary Lieutenant-Colonel of that corps. As a member of the Canadian Wimbledon team he came into direct competition with some of the best rifle shots in the Mother country, and in 1879 he was successful in carrying off the Prince of Wales prize, consisting of a badge and one hundred pounds. He commanded the Canadian Wimbledon team which, in 1881, defeated the British team in the rifle contest for the cup given by the Rajah of Kalapore.

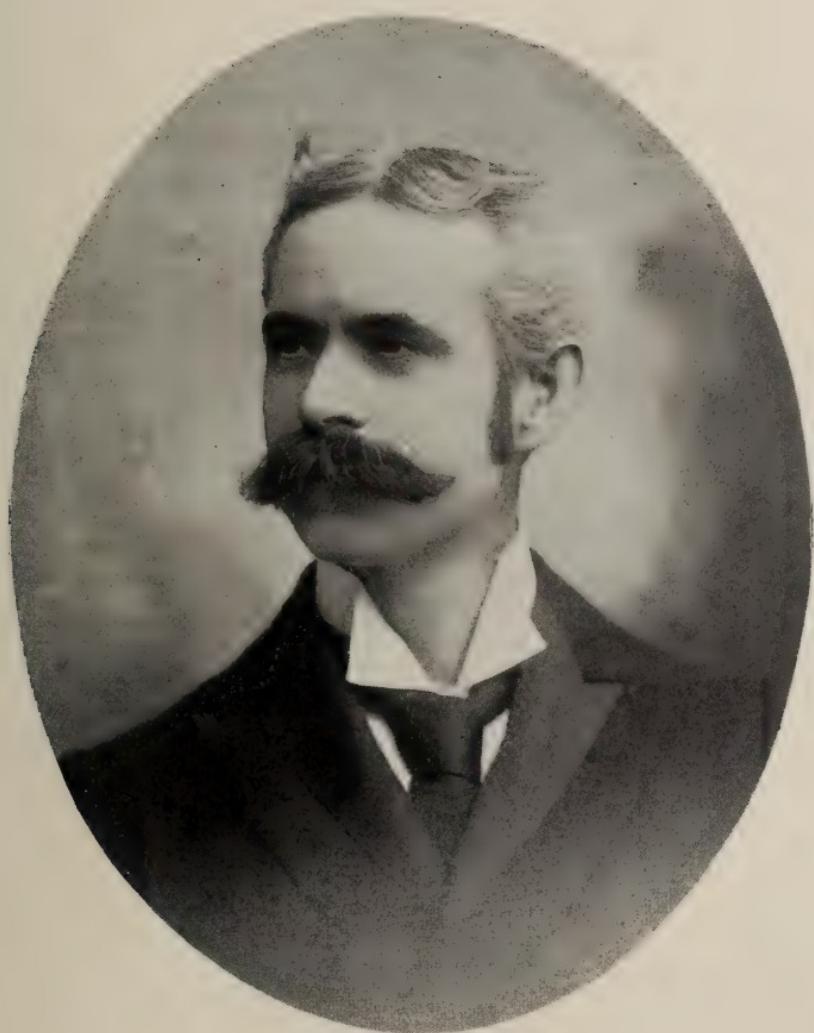
At the general election in 1879 he entered the political arena and was elected as the representative of Hamilton in the Legislative Assembly of his native Province. His influence was soon felt, for in 1883 he was chosen chairman of the Private Bills Committee, and in 1889 he became a member of the Ontario Government, serving first as Provincial Secretary, then as Commissioner of Crown Lands, and later as Attorney General.

The following are the names of the chairmen of the Board of Education since its organization:

Colin C. Ferrie	1847-1848	William Bell.....	1888
F. L. Distin.....	1849-1853	S. F. Lazier.....	1889
Oliver Springer.....	1854-1857	H. S. Brennan.....	1890
Dr. W. L. Billings....	1858-1862	F. F. Dalley.....	1891
James Cummings.....	1863-1875	Alexander Turner.....	1892
John M. Gibson	1876-1877	John Hoodless.....	1893
Hugh Murray.....	1878	Henry McLaren	1894
James Osborne	1879	David Dexter.....	1895
C. R. Smith.....	1880	W. J. Grant.....	1896
Joseph Fielding	1881	John J. Mason.....	1897
J. M. Meakins.....	1882	William Clucas.....	1898
David McLellan.....	1883	Alexander McPherson	1899
F. W. Fearman.....	1884	Dr. A. Woolverton.....	1900
B. J. Morgan.....	1885	Henry New	1901
Angus Sutherland	1886	J. W. Jones	1902
Roland Hills	1887	James C. Chisholm.....	1903



G. W. JOHNSTON.



S. B. SINCLAIR, M. A., Ph. D.

Chapter III.

The reunion at the Central School of old boys and girls who had been pupils during the fifties and sixties was a gathering of remarkable interest. Many from all parts of the continent had assembled to do honor to the occasion, and the scenes of hand shaking and recognition by old fellow pupils, who had not seen one another for thirty or forty or nearly fifty years, were touchingly impressive. Indeed, some of these scenes were intensely realistic. One elderly lady had just written her name on the register, and added thereto her maiden name, when another who was waiting to record her name and address, threw her arms around her neck and called her by her pet school name. The recognition was mutual, there was no self-consciousness, they were school girls again.

When the Hon. J. M. Gibson, who had been entertaining Dr. Sangster, Mr. J. B. Grey, Dr. Kelly, and a number of old "first division" boys at luncheon at the club, appeared with the old principal and the old teachers, there began and was continued throughout the afternoon an experience of reunionism which will never be forgotten. Dr. Sangster was literally overwhelmed by the pressure of his former pupils, who were eager to seize him by the hand and have a few words of personal recognition. Mr. Grey, Dr. Kelly and Mr. Carlyle were similarly besieged. Taking into consideration the fact that Dr. Sangster's absence from the city has been continuous since he severed his connection with the school as Principal in 1858, his recollection of the names of former pupils and of incidents connected with many of them was simply marvellous. No doubt this may be attributed in part to the fact that he was a very young man to assume such grave responsibilities, and the impressions then made were deep and lasting.

The Hon. J. M. Gibson had been asked to preside over this meeting. When he entered upon his duty as chairman he was confronted with no small amount of difficulty, for every available space was occupied by the old boys and girls, to say nothing of interested spectators. The initial part of the ceremony was to be conducted in the identical room in which Dr. Sangster taught the first division. To get the old boys and girls once more as nearly as possible into their old places required skilful management, but the tact and judgment of the presiding officer soon brought order out of confusion. Dr. Sangster took his place at the teacher's desk, while the boys and girls, for we must now look upon them as such, took their places in order of merit, for that was the rule of the school in these early days. Dr. Sangster, who had taken his place as teacher, was again face to face with the same boys and girls, who day by day had had the privilege of being taught by him in the early fifties. The seats and desks of the present day are designed for children of smaller physical proportions, and the old boys and girls found some difficulty in accommodating themselves to the same desks and seats in this room, for it is now occupied by one of the junior classes. As nearly as possible the old boys and girls took the identical positions they had formerly occupied, Mr. Gibson taking his seat as "first boy," to which position he had been promoted by Mr. Sangster.

The room was literally packed, and among those present were Mrs. Charlton, whose name appears as the first girl enrolled at the opening of the school; Mrs. Grant (Jemima Henderson), who, sad to say, has since been called to her long home, and Mrs. Davidson (Agnes Irving), who has ever since been connected with the city schools as a faithful and earnest teacher, and who with Mrs. Grant sat at the same desk as the two head girls. There were Henry Robertson, K. C., of Collingwood; Oliver T. Springer, of Burlington; John Billings, John M. Henderson, Alex. McKay, ex-M. P., Lieut.-Colonel

Moore, John McArthur, David Young, now living in Texas; Harry W. Walker, Montreal, Grand Trunk auditor; Miss Henry, Mrs. Raw, Mrs. Gage, Mrs. Fielding (Sarah Carr), Mrs. Carrey (Sarah Childs), Mrs. Almas (Christina Young), Mrs. Urry (Fanny Bevis), Mrs. Papps (Laura Simpson), and Mrs. Powis. There were many others present whose names the writer was unable to obtain.

After a time, when comparative order had been restored, Dr. Sangster's first words to the old class as they sat before him were, "You have had a long vacation." The interval had indeed been a long one. In the case of some of the pupils present between forty-five and fifty years had elapsed, years that had brought marvelous changes. The doctor expressed his great gratification at seeing so many of his old pupils in the same old class room and feelingly acknowledged the warmth of his reception. He said that nothing in his experience would cheer him up so much in his declining years as the heartiness of the greetings he had received from his old pupils, and he would always cherish it as one of the highest honors and brightest experiences attached to the teaching profession.

It had been previously arranged that the speeches of the day should be delivered in the main hall of the building. An adjournment from the class room to the hall was then made. The Hon. J. M. Gibson, as chairman, accompanied by Dr. Sangster, Mr. J. B. Grey, Dr. Kelly, Mr. Carlyle, Mr. William C. Morton, Principal of the Central School; Mr. Adam Zimmerman and Mr. Henry New, members of the Board, then took their places on the platform. The large hall and some of the class rooms from which the platform could be seen, as well as the main stairways, were well filled by a large concourse of old pupils of Dr. Sangster and Mr. Macallum, while outside great crowds of visitors were interested spectators of this novel reunion.

The chairman succeeded admirably in bringing this large assembly to order, and then gave a short address in which he referred in very appropriate terms to the occasion which had brought them together. He spoke very feelingly of the absent ones, recalled many pleasant reminiscences of former school days, and concluded by expressing the pleasure it gave him to preside on such an occasion, an honor that he fully appreciated. At the close of the chairman's address the "old boys and girls," under the leadership of Prof. Johnson, sang with feeling "Home Again."

The following address was then read to Dr. Sangster:
"To J. Herbert Sangster, Esq., M. A., M. D.:

"Your old pupils of the Central School avail themselves of the opportunity of expressing to you their great gratification in once more meeting you in the old school and renewing acquaintance with you. Half a century has elapsed since the school was opened, and forty-five years since you severed your connection with us as the Principal in charge of the Hamilton school system, to assume more important duties in a higher sphere of educational responsibility. During this long interval you have been held by us in continuous and affectionate remembrance. We look back to our class room days and easily recall the earnestness and assiduity constantly displayed by you in the discharge of your important duties in those days. Comparatively few of the citizens of Hamilton are probably aware that during the years of your principalship our school system was extricated from a state of chaos and securely placed upon the foundation from which it has grown and been developed into what it is to-day. Yours was the master hand which wisely and successfully planned and carried out the educational revolutions in Hamilton, and if as is the case our schools have ever since been referred to throughout the Province in terms of high

praise and commendation, to you individually a great share of the credit is due.

"Many changes have taken place during the years that have passed since you left us. Our city has grown not by leaps and bounds, but steadily and prosperously. You will be pleased to observe the numerous and presentable school buildings in different sections of the city, contrasting with the old-time ward primaries from which pupils were promoted to the Central, and we point with pride to our Collegiate Institute in connection with the Ontario Normal College.

"Many of your old pupils have passed away, and among them not a few whose careers were brilliant and successful. Others have cast their lots in other lands, and some are here to-day from great distances anxious to join us in greeting you on this occasion. Boys and girls have become men and women of mature, if not advanced years—fathers, mothers, grandfathers and grandmothers. But we always go back to our Central School days with feelings of pleasurable emotion, and those of us who were privileged to be taught by you personally will ever gratefully remember the clear and distinct manner in which instruction was imparted—the earnestness of your endeavors to excite interest and encourage thoroughness in mastering the subjects of study—and the zeal and personal magnetism which at all times characterized your method and manner of teaching, securing the best possible relationship between class and teacher.

"We remember with gratitude constant encouragement by you to high aims in life and strict observance of correct and honorable rules of conduct. It is not, therefore, in a merely formal manner, but in a spirit of genuine gratitude and affectionate regard that we welcome you to this reunion in the old Central School. We earnestly hope that though advancing in age there may still be in store for you many more years of a happy, contented and useful life.

"On behalf of your old Hamilton pupils, we are, with sincere respect,

"Yours very truly,

"J. M. GIBSON.

HARRY ROBERTSON.

ALEX H. MOORE.

OLIVER T. SPRINGER.

J. T. GLASSCO.

B. I. WALKER.

H. W. WALKER.

"SARAH CHARLTON.

AGNES DAVIDSON.

SARAH E. CARREY.

M. J. FIELDING.

LAURA J. PAPPS.

H. KNEESHAW.

MARY A. RAW."

Dr. Sangster replied as follows:

"In reply to your kind and appreciative address, what can I say to you? I am so overwhelmed with the evidences of your continued esteem and respect, which this day and this address make manifest, that I cannot fittingly express my emotions. The heart is sometimes too full for utterance. There are times when the depth of feeling can only be gauged by the brimming eye, the quivering lip, and the faltering tongue. This is such a time with me. You have made an old man happy, and I humbly pray that the consciousness of having done so may prove to be your rich and sufficient reward. To be thus assured that, throughout the long period of our separation, while engaged in the absorbing battle of life with all its hardening and belittling influences, you have not forgotten me, or ceased to remember me with kindly and affectionate interest, is one of the most precious compensations of my career. The proof of the power and the endurance of the kindly ties which once united us, afforded by this day's meeting, the heart-hunger which has brought us together again if but for an hour, from homes thousands of miles away, from across the wide Atlantic, from the extremes of our broad Dominion, from far western and eastern cities and states, from distant Texas and yet more remote tropical isles; the intent, eager search into each other's faces, to compare the actualities of the present, with the lineaments of the 'long, long ago,' pic-

tured in our loving memories, the hand-clasp which switches on the current of feeling from heart to heart, your generous 'hazzas,' your soul-full eyes, your trembling lips, your halting tongues—all accentuating the noble words of loving sympathy and grateful regard tendered to me in your beautiful address, have moved me far beyond the power of articulate expression. It remains but to assure you that the recollections of this hour and its associations will cheer my declining days and serve to sweeten the short remnant of my life."

Mr. J. B. Grey, Public School Inspector of Lincoln county, was then called upon and spoke as follows:

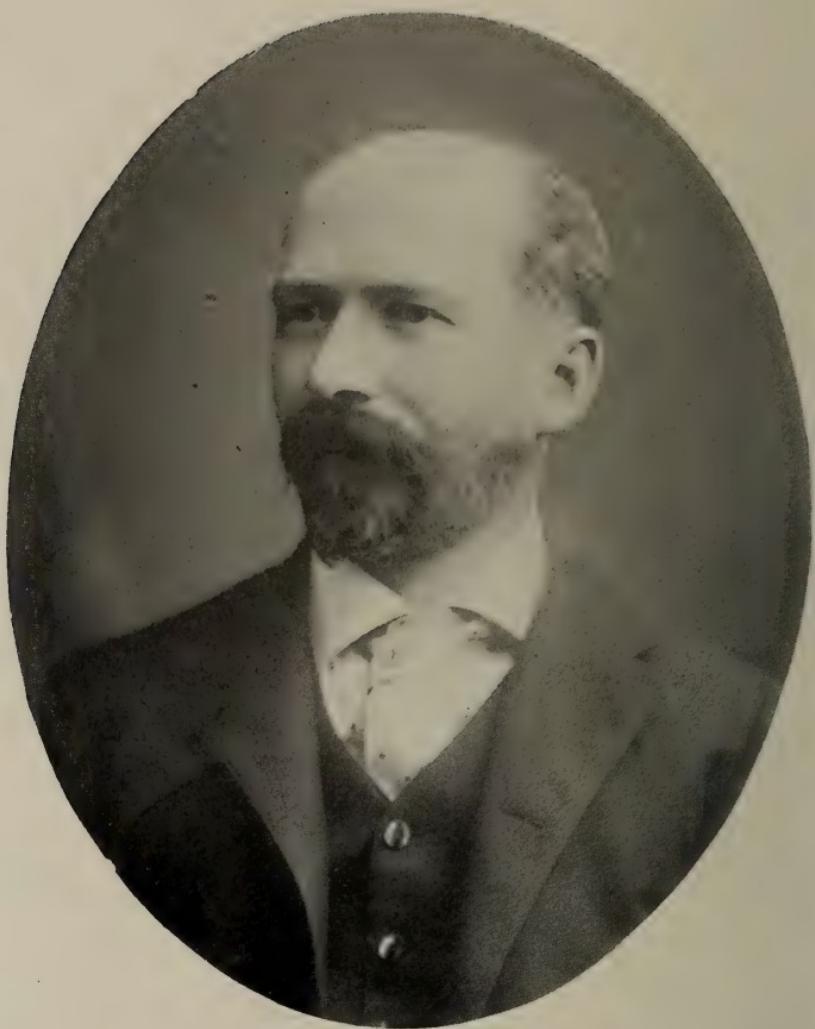
"I assure you it affords me great pleasure to be here on the present occasion to renew old acquaintances, and to realize that, although it is more than thirty years since I left Hamilton I have not been quite forgotten. The only thing that subdues this pleasure is that so many of my old associates are absent. Of the staff of teachers of the fifties and sixties I see very few indeed. The reason of this is that many have preceded us to that land from which no traveller returns. They are not here because they are not. We, however, revere their memory and feel glad that we once enjoyed their friendship. To the old boys we would say that teachers sometimes make mistakes in matters of discipline. Occasionally we act too hastily, perhaps punish too severely, and it may be unjustly, then if you remember you resented such treatment and resolved that when you grew to be a man you would get even with that teacher, but in the course of time all such feelings died out and when you met your old teacher in after years, instead of doing him an injury you treat him with the greatest respect, at least that is my experience. It gives us great pleasure to be able to state that the great majority of the old boys of the Central School have turned out well and have been very successful in the various walks of life. Many of them have made their mark in the different professions, some have occupied and

some are occupying high and responsible positions in the political field, not a few have made successful business men, and a large number have done well in the mechanical industries. It has grieved us much that a few of the boys have gone astray and have made a failure of life, but the number is comparatively small. And now, as the chairman has limited us to minute speeches, we can only say to the old girls we hope you are all happily married, that you have comfortable homes, and that you have not experienced more than your share of the ills common to this life. In conclusion we are glad you are honoring Dr. Sangster as you are doing this day, and I am sure that he must be highly delighted to see that he is so lovingly remembered by his old pupils and that he is so highly appreciated by them."

Dr. Kelly, Public School Inspector of Brant County and the city of Brantford, was next called upon, and spoke very briefly. In his remarks he took a reminiscent view and recalled some of the incidents which had come under his personal observation. His address was listened to with marked attention.

The chairman, in a few well chosen remarks, introduced Dr. Sangster, who, when the applause had subsided, spoke as follows:

"BOYS AND GIRLS: I welcome you all back to school, and to your lessons. You have had an exceptionally long vacation; I hope you have, in the main, enjoyed it. I note many changes in your seeming. You are perceptibly quieter and more reserved than you were. You seem to have gained in weight and lost in agility. Then, too, you appear strangely aged, as though years instead of days had rolled by since last we met. Let me hope that the alterations noted are only external—that, at heart, you are still the same bright, warmly affectionate, winsome, amiable, dutiful, studious scholars you were when school closed. Was it fancy? Or did I really hear some one asked to act as Chairman, and to take that much-coveted remote left-



WALTER H. DAVIS.



WALTER H. ELLIOT, B. A., Ph. B.

hand corner seat in this room? I look there, but see only a boy—a boy of larger growth, strangely pranked out, and of more commanding mien, as though, during the recess, he had become accustomed to deal with weightier affairs, and, to act upon a stage more imposing than this, but still, evidently, only just what he was when I last closed this school, dear old Gibson—our genial, lovable, talented Dux or Head Boy.

"I see we have some visitors here to-day. Let me warn you not to allow that fact to divert your attention from the lesson in hand. Our time-table assigns this hour to ancient history, so I am about to devote it to a review of the past. When I shall have outlined the period it is to cover I shall expect you, individually, to rise in your seats and supply the details required to make the sketch complete. The exercises being thus purely reminiscent in character, it will be quite proper that both you and I forget that there are any persons present but ourselves, and, consequently, first personal pronouns may be permitted to recur much more frequently than good taste would otherwise warrant.

"In the now dimly receding 'long ago' you were my very dear pupils, and I was your attached and also, I am fain to believe, your esteemed preceptor. The ties that bound us to one another were stronger and have proved more enduring than those ordinarily subsisting between teacher and taught. The circumstances of the occasion were peculiar. I had come among you but little more than a boy like one of yourselves. I had staked my all in the venture. I came here to introduce a new system of public school education, and, not only I, but also the Normal School methods, of which I was the exponent, were on trial. Failure meant to me much more than personal disaster. It meant withdrawal of public confidence in the modern and enlightened system of instruction I represented, and which my almost more than father, Dr. Ryerson, was at the cost of infinite labor and self-sacrifice.

seeking to establish. There were, too, at the time, local circumstances that strongly accentuated the difficulties in my way, which seemed, indeed, to preclude all hope of success in the enterprise in which I had embarked. Let me remind you, or, rather, as most of you were then too young to grasp the position, let me explain to you some of these local complications.

"Prior to 1853, Public, or as it was then called, Common School Education, had been at a very low ebb in Hamilton, as, indeed, it was at that time, nearly everywhere else in the province. It is a memorable fact that, only six or seven years previously, the Gore District Council, not, I am told, a thousand miles from here, had memorialized the Government of the day against the projected establishment of a Normal School for the education and training of Common School teachers, on the ground that such an institution was not required and would prove useless, since, in the words of the memorial, 'Canadian Common Schools in the future, as in the past, will be content to seek their teachers from among discharged soldiers, the halt, the maimed, the deformed, and, generally, from among those who, by reason of physical or other disability, are able only thus to earn a livelihood.' It would seem that ideas, phases of public opinion are, like measles, catching, spread by contact. Possibly we may in that way account for the fact that here in Hamilton, in the very heart and centre of the County called Wentworth in 1853, a section of your citizens were not only quite satisfied with such schools and teachers as they had, but bitterly opposed all attempts to improve them. Yet the several ward or common schools then in existence here were mere educational shacks, were structures of the most primitive character—as unsightly and as depressing in aspect as they were unsanitary in themselves and unsavory in their surroundings. In these the humble Hamiltonians of that day were suffered to grow up in such knowledge of the three R's as might be imparted to them

by fossilized teachers, whose slip-shod systemless system of instruction was strictly in harmony with the rest of the outfit. As a necessary result, private schools, which abounded, and the Grammar School of that day, were exclusively patronized by all who could afford to send to them. And they, who were thus financially, or sentimentally, or educationally, or otherwise, interested in these, were prepared to wage war on any and every projected change.

"Furthermore, compared with these days of municipal expansion, when Canadian cities think nothing of running public building expenditure up to hundreds of thousands, and but very little of running it into the millions, the middle of last century was truly 'a day of small things,' and hence it is not matter of surprise that 50 years ago, in Hamilton, which was then a comparatively small city, the proposition to expend \$50,000 or \$60,000 in the erection and outfit of a common school aroused angry protest, was met with a perfect storm of disapproval. The public school trustees of that day chanced, however, to be men of rare intelligence and public spirit, of unusual grit, of more than ordinarily firm mental and public moral fibre. Accordingly, notwithstanding the clamor they had provoked, and the personal abuse with which they were assailed, they resolved to proceed with the work. And so this erection was reared and equipped to an accompaniment of growls, and spiteful detraction, and loudly trumpeted prophesies of disaster, and municipal ruin.

"Even when the building was completed and furnished, and the grounds laid out and fenced in, the troubles of the trustees were by no means over. They merely passed into a new and, if possible, a more vexatious phase. The new dilemma arose from the difficulty experienced in securing a head for the institution, a principal who might successfully hold the rudder, supply the motive power and control the running gear of the ship. It is necessary to remind you that 50 years ago graded schools, such as this,

though common enough in the large American cities, were quite unknown in Canada. This, therefore, was the pioneer erection of its kind in British America. When casting about for an educationist to pilot it to success the Board naturally turned to the large cities of the American Union, where alone such institutions were in flourishing operation. Boston, New York, Philadelphia and Buffalo were visited by deputations and other cities reached by correspondence, till at length, by the expenditure of much time, labor and money, a satisfactory issue seemed to have been reached by the appointment, as Principal, of a Mr. Lee, a distinguished educationist of Buffalo, who accepted the position and spent a short time in the Toronto Model School to acquaint himself with our modes and methods. There I met him and was greatly struck with his fine physique and his grace of manner. He was an exceptionally handsome large man of 50, with a manner so fascinating that he won golden opinions from all with whom he came in contact. Unfortunately, after spending several weeks in this city, just as he was about to open the school and assume the duties of his office, it was discovered that he could not legally teach in Canada without passing the appointed examination and obtaining the legal certificate of qualification. This he absolutely refused even to attempt to do, and thus the arrangement fell through. In the meantime he had made a host of friends here, and these, especially the American element, at that time a very large and wealthy and influential section of Hamilton's population, became persuaded, out of all reason, that his rejection was, in some way or other, due to his nationality. They were accordingly soured and prepared to look askance at the school and all connected with it. This Lee episode was peculiarly unfortunate and *malapropos*, since it not only seriously prejudiced the school's already slender chances of success, but also, while shutting the United States to the trustees as a possible hunting ground for a Principal, it alienated from them the

only citizens who, as a class, had stood behind them and encouraged them to proceed. I am glad to be able to add that by the time the school really opened many of the American citizens were reconciled and sent their children to us, and that as a class they eventually ranged themselves with our staunchest supporters.

"About this time it appeared that there were other sinister influences at work. The childless rich, naturally, were not in favor of the projected change, but many rich and well-to-do people, who were by no means childless, were equally opposed to it. They could not at once rise above the prejudice of years, and common schools, as they knew them, were the schools of the common children of very common people, and simply vile in many of their associations. Moreover, the old city teachers, who, pending the opening of this, were still running their schools backed by many sympathizers, were prescient enough to understand that, on a staff of specially trained teachers, they could find no possible place, and, since there was no present prospect of a Principal being secured they persuaded themselves, and possibly also their pupils, that if they could hold out for a few weeks or months they might see the school collapse for want of material. And they diligently worked to that end. Again, now that the building was an accomplished fact, threatening to be a white elephant on the town, a wealthy combination of interests became somewhat obtrusively anxious to purchase it at a sacrifice to convert it into a proprietary church seminary for the higher education of youth. In this scheme they were frustrated by the unblinking obduracy of the School Board, and their wrath was in proportion to their disappointment. I might enlarge, but without going further into detail you can readily see that the position for which Mr. Lee was unable to qualify did not promise to prove a bed of roses for any one who might be selected to fill it.

"When the arrangement with Mr. Lee lapsed the Board sent a deputation to interview the Chief Superintendent of

Education, asking him to nominate a suitable Principal for the school. Dr. Ryerson's choice fell upon Mr. Arch. Macallum, then First Master of the Provincial Model School, a gentleman of mature age, of sound judgment, of great personal worth of character, and an excellent teacher. Mr. Macallum accepted conditionally, obtained from the Council of Public Instruction a two weeks' leave of absence, which he spent here prospecting and closely studying the whole situation. He appears to have found a lion, or possibly several ravening lions in the path, for on his return at the end of the two weeks, he declined to have any connection whatever with the Hamilton venture. He described the contending factions here as bound to wreck the school, and freely expressed himself to the effect that no one but a lunatic or an idiot would throw up a good position in Toronto that he might break his head against a stone wall in Hamilton. I have reason to believe that subsequently Mr. Macallum repented this precipitancy. Three or four years later, when our enterprise being successfully launched, had weathered the storms of its earlier career and had won its way to gentler seas, he made a flying visit to our school one day during my temporary absence, and my teachers reported him as regretting that he had missed the great opportunity of his life time, and as quoting to them Shakspeare's works:

‘There is a tide in the affairs of men,
Which taken at its flood, leads on to fortune.’

“But to resume. The Board, notified of its last failure, sent its Chairman, Mr. Distin, to again invoke the aid of the Chief Superintendent. Thereupon Dr. Ryerson sent for me and asked me if I would care to take the position. He made no concealment of the difficulties involved in the task. In the presence of Mr. Distin he frankly told me there were so many causes of dissension, so many opposing currents of public opinion, that, during the several years the project had been the subject of heated discussion, and the building in course of erection, so much partyism

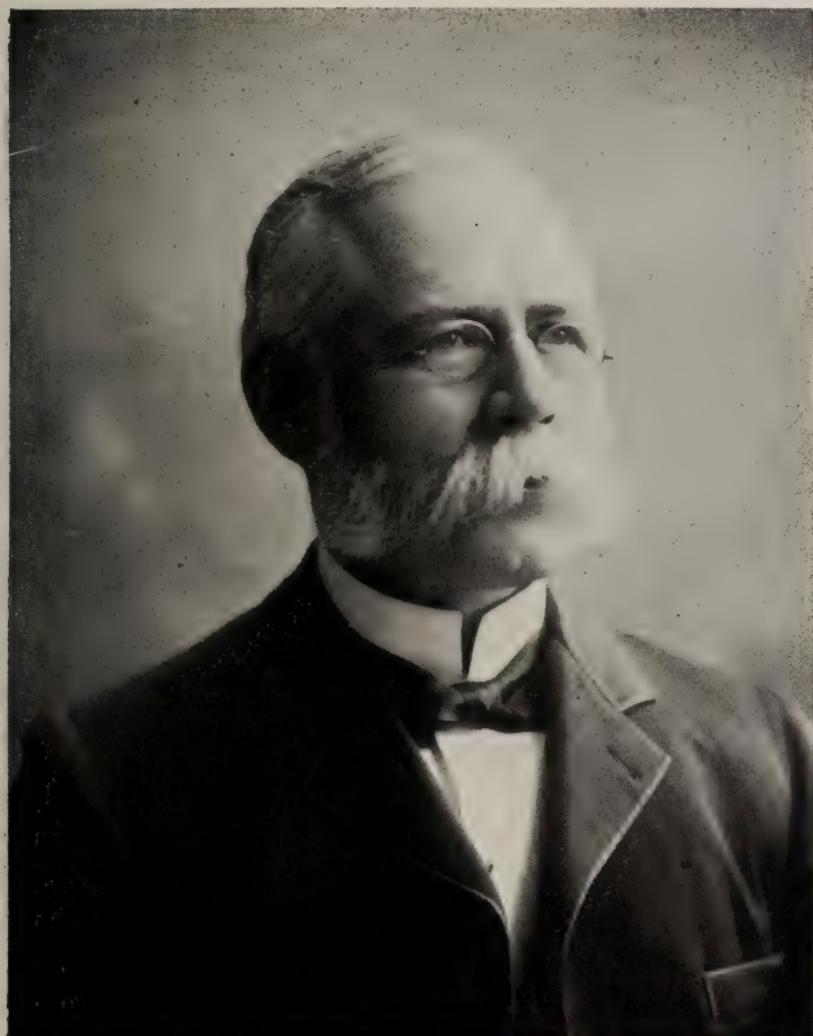
had been created, such violent antagonism had been aroused, and unhappily fostered, and worse still embittered by sectarian and political strife, that he greatly feared it would prove impossible to placate the hostile factions or the conflicting interests, and that failure—dire and complete failure—seemed inevitable. He said, however, that it would be matter of grave reproach to the department, and to him personally a bitter sorrow, if it were found that, after six years in operation, the Normal School had produced no man of sufficient calibre to organize and run the first large graded school that had been erected in Upper or Western Canada. He was kind enough to say that he would not ask me to go where my senior in office, after careful inspection of the ground, had declined to venture, so that ‘to go’ or ‘not to go’ must rest entirely with myself. He added that failing me there was no one he cared to nominate or even to recommend. In a word he made me feel that if I did decide to take the position I was in effect accepting the leadership of a ‘Forlorn Hope.’ I have always been glad to remember that I accepted without a moment’s hesitation—only making the single stipulation that Mr. Distin, on behalf of the Board, should give me a free hand, should invest me with such plenary powers as I thought necessary to success. The chief claim I made was that I alone should be held responsible to the Board for the success of the school, and that my assistants should in every case be directly or exclusively responsible to me, that the selection and nomination of all my teachers should rest wholly with me, and that I should not be constrained to retain all or any of them a day longer than I was satisfied to do so. To all of which, on behalf of the Board, Mr. Distin promptly agreed.

“ It may seem strange to you. From the standpoint of the present it does, I confess, appear strange to me that, mere boy as I then was, I had the hardihood to insist upon conditions so sweeping in their effect. Yet I think my

stand was wisely taken. I am satisfied that much of whatever measure of success I may have subsequently achieved here is attributable to it. I had the happiness to learn before leaving the room that my chief approved of the stipulation I had made. I had agreed to come at once, and Dr. Ryerson forthwith proceeded to bid me farewell. In doing so he said, with tears in his eyes, he had been greatly concerned lest in consenting to my acceptance of the position he was sacrificing my career, but the firm and discreet stand I had so unexpectedly taken had materially relieved his apprehensions. It was a happy inspiration of the moment. I was resolved that, during my regime, there should be no division of authority in the school, and as I held the key to the situation my demands were acceded to without demur. And, let me add that, to the honor of the Board, throughout the whole of my stay here, the tacit understanding, the unwritten agreement then reached, was never either cancelled or modified. Even when I was about to leave Hamilton the Board laughingly held me to that agreement, refusing to accept or even to discuss my own resignation until I could report to it that I had selected and was ready to nominate my successor. And thus it came about that, aware that my projected appointment to the Mastership of the Normal School, at that time, with one exception, the highest educational prize in the gift of the Province, might prove unpalatable to my friend, Mr. Macallum, who was still in the Model School, and apprized that he was now anxious to secure the position he had five years previously declined to accept, I had the pleasure—it was my very great privilege—to nominate him as my successor. And right glad I was, right glad I still am, to know that my poor mantle, such as it was, could not have fallen on worthier shoulders—that under his Principalship, also, this Hamilton Central School continued to be the prolific nursery of such as were destined, eventually, to become not only bright and intelligent citizens, but also manly men and womanly women.



WILLIAM C. MORTON.



W. H. BALLARD, M. A., I. P. S.

"So, in the last week of April, 1853, I came to your beautiful city, and here I spent five of the very busiest and most productive and very happiest years of my life. I came here an utter stranger, never having met one of your citizens, save Mr. Distin. As a general introduction to your townsfolk the following morning I was described editorially as the 'Toronto boy whom the trustees have brought here to take charge of the Central School,' and continuing the article proceeds to say 'It is understood that the first step taken by this precocious youth will be to send adrift each and all of the old city teachers who have served the public so long and faithfully.' On the 2nd of May we opened this school very unostentatiously, without parade or beat of drum. We were at first a very humble concern. We started with only four or five teachers, two of whom, however, Miss Annie Morrison (better known to you as Mrs. James Cummings) and the late lamented Benj. Charlton, were a host in themselves. We enrolled during the first week less than 200 pupils, and subsequent weeks brought but a very moderate drift to increase our numbers. There was no rush to our sparsely filled rooms. We hardly expected there would be. Myself and my teachers all realized that we had a battle to wage against prejudice, and interested misrepresentations, and actively fomented opposition. We knew also that work—downright honest, unmitigated hard work, and tangible results were the only coin with which we could purchase success and open the eyes of the public. And so we worked, especially during that first year, worked like beavers. We altogether failed to remember that there were in existence such things as clocks and school hours. Besides teaching my stipulated classes, attending to my multiform duties as supervisor of the whole, and as consultant with the Board, and as school missionary among the poor and disaffected, and as special mediator and official *placebo* between my teachers and irate parents who, with blood in their eyes, came here daily in relays of

ten or a dozen, to interview me regarding the indignities practised on their children in sending them home to clean their teeth or to take a bath, or to change their linen, or to have their clothes mended, or to put on their shoes and stockings. Besides all this I myself spent daily, I am afraid to say how many, hours overtime in teaching, and some of my teachers also taught overtime. Moreover, these scholars caught our enthusiasm and became as eager to learn as we were to teach. We felt satisfied that the grade promotions and the public examinations at the end of the year, for which we were making special preparation, would practically settle our fate one way or the other, so we worked, and as a result, when Christmas-tide had come and gone, and the examinations were over, we had taken the town by storm, and thenceforth all was comparatively easy sailing. Then we began to expand. When school reopened there was a rush of pupils, every week saw one or two new divisions formed and two or three new teachers added to the staff. When we opened there were 28 private schools and a well equipped Grammar school here in full blast. By the close of the second year we closed every private school in the city of Hamilton and had reduced the attendance at the Grammar school by two-thirds, and a few months later, having completely won the confidence of the wealthier and well-to-do classes we had closed that institution and absorbed it entirely. And thence forward during my time we were in the unique position that this school was the only living educational institution, public or private, existing in the city of Hamilton.

"It would be a mistake to infer from anything I may have said that when we opened the school only the children of the poorer classes cast in their lot with us. Almost the reverse was the case. Our first entrants were chiefly the children of wealthy and of well-to-do families. The children of the very poor were largely they who had been in attendance at the old ward schools, and they were,

for the most part, holding off to see the collapse, as predicted, for want of material. Some of the wealthiest and most exclusive families of the city entered their children with us on the first day. It is, however, true that the great bulk of the rich and well-to-do held themselves and their children aloof watching events. They had all their lives associated common schools with dirty, ill-clad, unkempt, bare-footed children, chiefly conspicuous for bad language and worse manners. There was missionary work to do here, both in the school and in the poorer city dwellings, and heavy as was the pressure of routine duties this also had to be done. Thus, outside all higher considerations, the attitude of the public impelled us to adopt stringent rules regarding school sanitation and cleanliness. We were bound to justify the confidence reposed in us by those of the wealthy class who rose above class prejudice and defied popular criticism by sending their children to us. We all know that very many poor people are quite as particular as regards cleanliness as their richer fellow citizens, but we were bound to teach the careless and perhaps not too cleanly poor, at least so far as their children were concerned, the duty and the beauty of soap and water and of needle and thread. And we were bound to show the ill-informed of the city of Hamilton, whether rich or poor, that in the matters of seemliness of habit, cleanliness of person and decorum of speech and conduct, a common school could be so run as to become a conspicuously fine model for the imitation of far more pretentious institutions. Besides, by general consent, among the social virtues cleanliness stands next to godliness, and we easily persuaded ourselves that, in a mixed school like ours, it was still nearer than that to godliness. Hence, from the outset we established it as a rock bottom rule that no child should be admitted into our school who did not bring to it a wholesome person, cleanly and neatly, even if humbly clad. Of course, when the children of the old ward schools began to come to us, we had trouble, but we sur-

vived it. We made no distinction between them and others. We simply riveted ourselves to the rules we had already established. Morning and afternoon, when the scholars were lined up in the grounds for entrance into the school, all alike had to submit to inspection parade, and those in whom the sharp eyes of my teachers noted anything amiss were mustered out of line. The less peccant of these were merely sent to the school lavatories to attend to their neglected duties so as to properly prepare themselves for re-inspection when, five minutes later, they sought entrance at the doors of their respective classrooms, but the more deeply delinquent were promptly and remorselessly sent home. It goes without saying that the parents, especially the mothers, came here to express themselves, came here at first in droves, and, as I resolutely stood between them and my teachers, they interviewed me. Usually, with a little tact and forbearance, I could satisfy them that our method was right. Sometimes they would appeal from me to the Board. Then the trustees would receive them with sunny faces and hearts of flint and advise them to see the Principal and talk it over with him. At first they would occasionally appeal from both Principal and Board to the public press. Then we, *i. e.*, the trustees and myself, enjoyed exalted opportunities 'to see oorsels as ithers see us.' Almost from the first, however, the great bulk of the poorer children, seeing what was required, took the matter into their own hands and refused to leave home till they had been properly attended to. It was a very small number and they the children of not so much the poor as of ill-disposed parents, who gave us the larger part of our trouble, but in such cases 'tis dogged that wins,' and we were bound to win. Possibly the humbler Hamilton good-wives came at length to regard us as harmless lunatics, with a troublesome craze for looking into children's ears and mouths and finger nails, who were excited by a torn frock or a too well ventilated coat, and driven wild by a glimpse of a

bare foot, and so concluded it were easier to humor than thwart us. Then that battle, too, was won.

"Shortly before the opening a city paper editorially declared that this building would remain empty, a perennial monument of the stupendous folly of the Board in erecting a structure, stamped in its foundation with the supercription 'Failure,' and which, now that it is completed, had better be converted into a lunatic asylum, in which, as its first inmates, the Board and its supporters might fitly be incarcerated. Well, five years after its destiny had been thus dolefully foreshadowed, we had the proud satisfaction of seeing it filled from basement to roof-tree with bright intelligent pupils, and with overflow sufficient to fill, in every ward of the city, a primary school in charge of two or three teachers—all serving as feeders to the Central and under the exclusive management and control of its Principal. We had the proud satisfaction of seeing this institution performing the combined functions of a Public and a Grammar School, with a full and a comprehensive staff of teachers, including not only the ordinary divisional teachers and their assistants, but special masters of penmanship, book-keeping, drawing, singing, calisthenics, gymnastics, and drill, a native French master in the person of Monsieur Lafont, graduate of the leading university of France, and a well conducted classical department in charge of such university graduates as Mr. Bruce, so favorably known to you, and Mr. Woodruffe, an honor scholar in classics from T. C. D. Better still, we had the great satisfaction of knowing that the entire population of Hamilton were proud of their Central School and united in its support, and deeply grateful to the trustees, whom they had formerly so little appreciated and so bitterly assailed.

"The success and development of the Central School, in the earlier years of its history, which were by some thought to be phenomenal, may be ascribed chiefly to three agencies :

"1st. To the intelligent zeal and hearty co-operation of the teachers whom I was fortunate to get associated with me in the conduct of the school. They were men and women of far more than average capacity—some of them, indeed, of really eminent ability, who, both in educational, in professional and in other walks of life have since then attested the stuff they were made of by rising to the level of provincial and even of dominion repute.

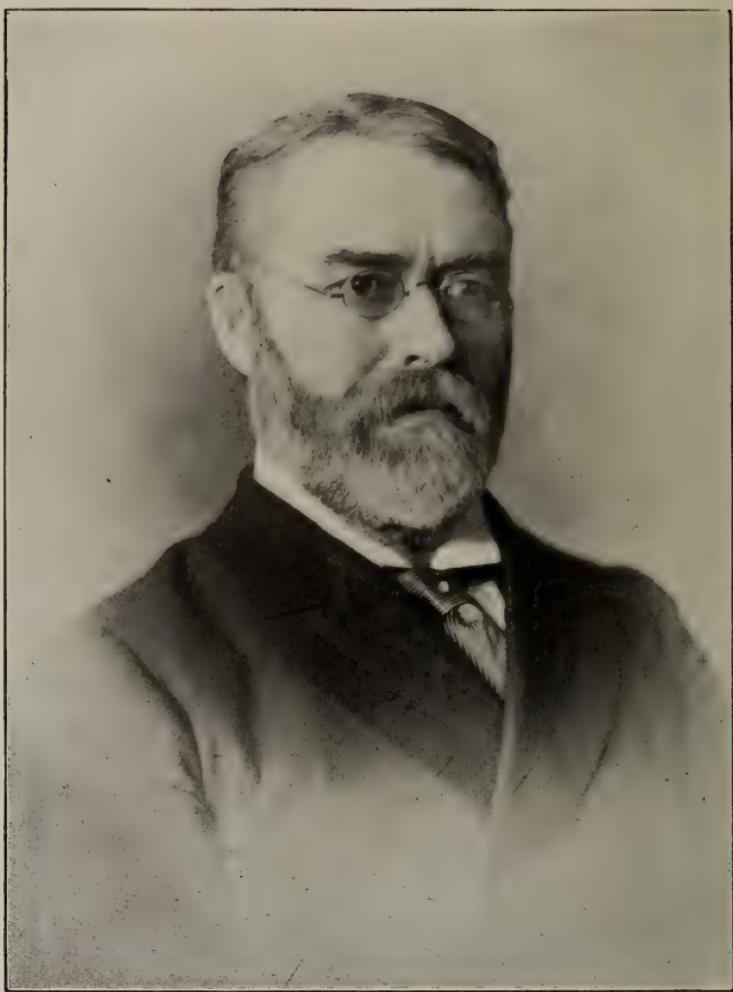
"2nd. To the stamina, wisdom and forbearance of the trustees, who as a Board were unwearied in the guardianship of the interests of the school. It was the somewhat wayward child of their creation, for whom, at its birth, they had travailed sorely, and no young mother ever watched over her first born babe with more maternal tenderness, or with more prayerful solicitude than they over it. They were keen, clear headed, business men, devoted to the important trust confided to them by their fellow citizens. At their request, or rather on their insistence, for five years I sat with them at both their ordinary and their emergency meetings, and thus I know whereof I speak when I testify to their good works. It is, perhaps, invidious to discriminate where all were so full of zeal and devotion, but the men belonging to that Board who, after the lapse of fifty years, stand forth most clearly and stereoscopically in my recollection, as the constructive and executive minds of the corporation, were Mr. James Cummings, Mr. Distin, O. Springer, John Winer, Jos. Lister, Dr. Billings, W. G. Kerr, Jas. Osborne, T. Bickle, Ed. Magill, Hutchison Clark and J. M. Williams. I have placed Mr. Cummings first, because there can be no question that his was the individuality that dominated the whole concern. In a quiet unobtrusive way he was really a great man. At the close of a long life, largely spent among men and affairs of note, I have this to say that I have yet to meet with a clearer brain, a warmer heart, a readier hand, a more enterprising spirit, a stronger individuality, a truer manhood, than were one and all of them

enshrined in the person of my dear friend, Mr. James Cummings, late of this city. I disparage not the others by paying that deserved tribute to him. They were all grand men, men of a higher, fuller, broader, truer citizenship, than often obtains. Undeterred by popular clamor, or by fictitious opposition, by opprobrium, abuse, misrepresentation or ingratitude, they conceived and planned and perfected a work that made Hamilton, in the matter of public education, the very foremost of Canadian cities. All praise and honor to the Hamilton School Trustees of that day. They had a manly confidence in themselves. They builded better than they knew. They did a noble work, and your city owes them a generous debt of gratitude. Their names should be written in letters of gold on tablets of bronze and deposited in the place of honor among the most precious archives of this fair city of Hamilton.

"Your city lies, and has always lain, very close to my heart, and no one can take a deeper or a more intelligent pride in her future. Yet, I can formulate no better wish in her behalf than that her succeeding Boards of Public and High School Trustees may emulate the sound and beneficent policy of their past and present predecessors. I have, during my present visit, noted with astonishment and delight the dozen or more noble educational structures erected by your municipality since my day. They would be a credit to any city in the world. Their amplitude, their very stateliness and architectural beauty attest your town's continued pride in its educational pre-eminence among the cities of our Dominion. It is to me a source of honest pride to reflect that, in some small way, I had the honor to assist in laying the foundations upon which your past and present School Boards have so wisely and so liberally built. Of course, I can speak only within my prescribed limitations. To me has been assigned the grateful task of testifying to the splendid work done by the Boards with whom I have here in the past been asso-

ciated. Doubtless, to some future local historian will fall the pleasant duty of recording the triumphs of your present and more recent Boards, in more heroic terms—in periods which shall ring with a grandeur and a nobler rhythm than any I can employ.

"3rd. To the generous sympathy, good example, and active assistance of you—the senior boys and girls of the school. I have placed this last of the three agencies referred to as chiefly conducive to the early success of the school, but it was by no means the least important. At the very outset I had to appeal to you for your sympathy and help, and right nobly you responded to my appeal. Your cheerful submission to rules and requirements, and exactions, and restraints, and tasks, and routine, and associations, which must have been as unpleasant and as irksome to you as they were novel, were beyond all praise, and were forceful in their influence on the younger scholars. Inspired and led by your first division, with its roll of honor, the controlling sentiment—the public opinion of the entire school soon developed and became eminently healthy and potent for good. I trusted my senior boys and girls, and I feel assured they seldom or never betrayed my confidence in them. Our government was mild and beneficent. Although our discipline was almost military in its strictness, and our order admittedly perfect, appeals to the rod were nearly unknown. We tried to rule by love rather than by fear. In fact, with practically the entire juvenile population of this city in our charge, our classes were so nearly self-governed that, although I would not allow a teacher to strike a scholar, reserving exclusively to myself the right to flog, I exercised that function, in the five years I was here, only twelve times outside my own division and but once within it. Those of you who were present on that occasion must even yet remember that one only whipping I ever had to give in my own first division. It consisted of a single stroke of the cane across the hand, with my declaration



HON. J. M. GIBSON, M.A., K.C.



J. H. SMITH, I. P. S.

that, in my opinion, that single blow had disgraced the culprit as much as if I had flayed his hide in strips from his back. Do you not even yet hear the hushed silence of the room? Do you not even yet feel the emotional throb of the surcharged atmosphere? Do you not even yet see the strained faces and indrawn breath of you boys, the brimming eyes and hardly repressed sobs of you girls, as the secretary stood up and declared that by command of the custodian he had erased that name from our roll of honor. I know, I knew then, that I had no technical, no legal right to take cognizance of, much less to punish for, an offence committed after school hours, and on the public streets, but it was an offence against the fair name of our first division, so I assumed the right and punished with effect.

"At the end of April, 1858, just five years after my arrival in Hamilton, I went back to Toronto. Dr. Ryerson thought that my work here was done, that another could continue the enterprise I had inaugurated, so he wrote from Europe, where he then was, that higher duties awaited me elsewhere, and thus, although the Board offered me very strong inducements to remain, I had to tear myself up by the roots and go. I assure you it was a severe wrench, for I had found congenial soil here and had grown deeply into it. But I have never forgotten or ceased to remember with pride, the dear old Hamilton days and the bright, loving and lovable boys and girls I here left behind me.

"Among the many costly and beautiful presents you gave me on the eve of my departure was this watch—the gift of my own, my very own pupils. When receiving it I promised you that during the remainder of my life it should rest over my heart by day and lie beneath my pillow by night. Thus, and there, from that hour to this, has it rested or lain. On two other occasions since then I have been the proud recipient of a valuable gold watch, but neither of those has ever been suffered for a minute to take

the place of this, the loving gift of my erstwhile Hamilton boys and girls. It has been more than a valued possession to me. As at such times even inanimate things may be, it has in the darkest hours of my life been to me a comfort and a solace. Often and often when I have sprung the case to note the hour, my vision was dimmed with regretful longing, and looking at its dial, I have seen, not the hands thereon, but reflected therefrom the dear familiar faces of the long, long ago, and instantly a resistless tide of recollections has swept over me, and, as in a dream, time and space have ceased to exist, and more, I have been with you here leading you in your lessons or holding sweet counsel with you at the desk, or playing ball or prisoner's base with you in the school playgrounds, or guiding you along the mountain side or over the placid waters of your beautiful bay, or our botanical or our entomological excursions. Ah me! Alas! and yet again Alas! for the good old days when you and I were young, and I was almost equally your teacher and your playmate.

"I am glad to meet you again, to be once more permitted to look into your living faces, to once again grasp your warm and living hands. We have been scattered not only all over our broad Dominion, but through the neighboring Republic and into other lands. It was a bright and a gracious thought to thus bring us together again, and our grateful thanks are due to the mind that conceived and the loving hearts that planned to that end. It is a joy to be, even briefly, with those we knew and loved of yore, and to-day our hearts swell, our souls yearn, our eyes glow and our ears tingle as we look and harken for other forms and other voices that have been hidden and silent to us for years. The brightness of our joyous reunion is tempered only by the consciousness that we are not all here (how changed), that some of our number, though still living, have wandered beyond our reach, or, indeed, beyond our ken, and that many, many, Alas! have passed into the 'Land o' the Leal,' whence they return no more. And

those of us who are here, how changed in aspect, how sobered in spirit, how weary and worn with the friction of existence—the strife to live. When last we assembled in this room our muscles were strong, and our hearts were braced, and our nerves were set to deeds of daring, our faces were illumined with the ruddy glow of the coming battle of life, our whole being was uplifted and energized by the full assurance of success. We already, in imagination, saw ourselves crowned with victory—already, in anticipation, felt our brows encircled with laurel wreaths. After the lapse of 50 years we meet again now, and thus, our energies spent, our ardour cooled, our spirits broken, our work almost done, conscious that we are sitting close to the edge of the fast descending night, and that, with us henceforth it is nearly all retrospect.

“And what of those who have gone before? What of the bright ones, the loved ones who have fallen by the way? Mr. McCallum, Mr. Benj. Charlton, Dr. Strachan, Donald Sutherland, John Buchan, R. R. Donnelley, Mr. Edgar, Jas. F. Walker, Wm. Kerr, Mr. Crawford, Louis Ford, Messrs. Gates, Grossman, Nash, Park, Lawry, Osborne, Collingwood, Bierley, Robt. Hamilton, Dallas, Stinson, Grant, Miss Hendry, Misses Kate and Mary Magen, Sarah Tewkesbury, Helen Webster, Elizabeth McKay, Isabella Winlaw, Louise Flood, Sophia and Marion Clark, and many, many more? What of them? Only this, that while humbly and reverently bowing to the inscrutable fiat of Him who doeth all things well, and lamenting their too early removal, we rejoice that they have, some of them, left their mark so deeply graven on the honor roll of our country. We drop hot tears to their memory, and we wreath their names if not their brows with laurel and myrtle.

“Fifty years, more than two-thirds of a long life-time. Fifty years, with all their burden of joys and sorrows, of success and failure, of friendship and enmity, of hatred and love, of advance and retrogression, of hope and des-

pair. Fifty years of experiences, mingled, it is true, but chiefly sad. Fifty years of the tension of existence—of emotions that seam the face, and take the fire out of the eye, and furrow the heart, and silver the hair, and one by one kill all the bright and beautiful enthusiasms of early life. Fifty years of disillusion, of lost ideals, of shattered idols, of buried faiths. Fifty long long years—extending all the way from a springtime of glorious promise, careful seeding, bright hopes, noble resolves, rich culture, unstinted labor, patient waiting—to a harvest of what? As God wills it. To some, a harvest of Dead Sea fruit, apples of Gomorrah, dust and ashes—a harvest of dead leaves, blighted blossoms, cankered fruit, shrunken grain. To others, a grateful harvest, measurably within their good desert—the just reward of their earnest endeavor, the full fruition of their reasonable hope, rest after labor, peace after battle, plenty without satiety, station neither lofty nor low, competence short of wealth. Perchance, to some, the perilous harvest of greatness, of what is called phenomenal success in life—great wealth, vast possessions, grand investments, stately ships, plethoric ware-rooms, houses and land, full granaries, cattle upon a thousand hills, lofty station won, fame achieved, chaplets bestowed, ambition sated, no more worlds to conquer. Peradventure, nay, more than peradventure, the happier your lot in life, the further it is removed from both of these extremes.

"It is a joy to know that all or nearly all of you have honored the fair promise of your early youth; that Central School boys have achieved success in almost every reputable walk of life, and that not a few of them have become eminent even in exalted spheres of action. In mercantile, commercial, manufacturing, agricultural, scientific and industrial pursuits, in the Christian ministry, in law and in medicine, in the educational and engineering professions, in journalism, in finance, in literature and in art, as commissioned officers in our citizen soldiery, in civic

chairs, at the bar, and on the bench, in our great insurance, great banking, great railway executives, as members of the Legislative Assembly and of the House of Commons, as Senators and as Ministers of the Crown, old Central School boys have climbed high and have done notable work.

"And in the grandest, the noblest, the holiest of all true womanly missions, that of wifehood and motherhood, if not as heroes themselves, yet as the makers of heroes, as the mothers and wives and sisters and daughters of heroes, as, also, of mere common humanity, humanizing, and beautifying, and irradiating, and glorifying lives which would have been sordid but for them, in a word, if not in the arena, yet in the far nobler sphere of Home—as the reverend priestesses of domestic peace and felicity, making the hearts of fathers, husbands, brothers, sons, sweet with a sweetness, and glad with a gladness, and bright with a brightness, and great with a largeness they crave but cannot create for themselves, it is truly gratifying to learn that Central School girls (I do not care, even now, to call them old girls) have achieved a success and have earned a recognition in no degree inferior or less brilliant than that won by their harder competitors, in the cruder and less exalted lines of action to whom the efforts of these have necessarily been confined.

"You have, all of you, both boys and girls, each in your respective spheres, done well. You have covered yourselves with glory. You have reflected honor on your school and on your city, and you deserve a meed of praise far higher and indefinitely more eloquent than any it is in the power of the unaccustomed tongue of your old teacher to bestow."

At the conclusion of Dr. Sangster's address, which was listened to throughout with rapt attention and was most impressive, the chairman announced that an adjournment would take place to the front steps, where it had been arranged that a photograph of the assemblage would be

taken. This was accomplished, though not without considerable difficulty, for so many were anxious to personally meet old schoolmates and have a talk with them. This created some confusion, but an excellent large photograph was secured. Another piece of music was sung under the leadership of Prof. Johnson, when the speaking was resumed.

Mr. Carlyle, Public School Inspector of Oxford, was next called upon for a speech. He referred to his experience as an old Central School teacher and gave a very stirring and interesting address, interspersed with anecdote and pleasant memories of the past.

It is worthy of note that three of the old teachers who were present and added greatly to the interest of the occasion, have for very many years filled and still fill important educational positions. Mr. Grey was Public School Inspector of Lincoln County for many years and still has charge of the schools of the city of St. Catharines; Dr. Kelly, Public School Inspector of Brant and the city of Brantford, and Mr. Carlyle, Public School Inspector of Oxford and the city of Woodstock. These two latter gentlemen have been Public School Inspectors since 1871, when the office was created by the Public School Act of that year.

Very interesting addresses were given by a number of the old boys who were called upon from the audience by the chairman. Among these were B. E. Walker, general manager of the Canadian Bank of Commerce, Toronto, who spoke at some length, and as usual said much that was very interesting and instructive; Henry W. Walker, of Montreal, general auditor of the Grand Trunk Railway; Dr. John S. King, of Toronto; Lieut.-Colonel Moore, of Hamilton; Alexander McKay, ex-M. P.; John M. Henderson, Frederick Roper, Michael J. Clark, of Chicago; David Young and J. Waugh, of Texas; Rev. Walter Rigsby, of Parkhill; J. E. Ewan, of Belleville; Edward Stonehouse, barrister, of Toronto; H.

S. Brennan, B. A., acting chairman of the Board of Education; Henry New, member of the Board; T. L. Kinrade, and William C. Morton, present Principal of the Central School.

Dr. John S. King, of Toronto, after speaking of his personal obligations to Dr. Sangster, as an old Central School boy, closed with a warm eulogy of his old teacher. He said: "His friendship once extended to a student produced a connecting bond that lasted through life. Such students felt that they owed much to him for their best plans for acquiring and retaining knowledge. All honor then to our old teacher and friend, whom we this day enshrine in our hearts and impress on the pages of history as one of the best and most brilliant teachers our country ever produced. May his years be lengthened and his end be peace."

Dr. James Russell and J. H. Smith, old students of the Toronto Normal School, representing a large class of men and women who received their professional training as teachers under Dr. Sangster, spoke briefly, recalling many amusing and interesting incidents of their school life. All present seemed to enter heartily into the spirit of the occasion, and when the day was far spent they yet seemed reluctant to part and say farewell to the scenes that had been endeared to them by their early school life.

Refreshments had been generously provided in one of the large class rooms by a committee of ladies, whose thoughtfulness added much to the enjoyment of the occasion. It was in reality a second "at home," where early acquaintances were renewed, where school life was lived over again, and where fond memories of an almost forgotten past were revived and brought to life again. The approach of nightfall brought to a conclusion what must have been a memorable, an impressive and an historical reunion. With Robert Burns all might say:

" Still o'er these scenes my memory wakes,
And fondly broods with miser care;
Time but the impression stronger makes,
As streams their channels deeper wear."

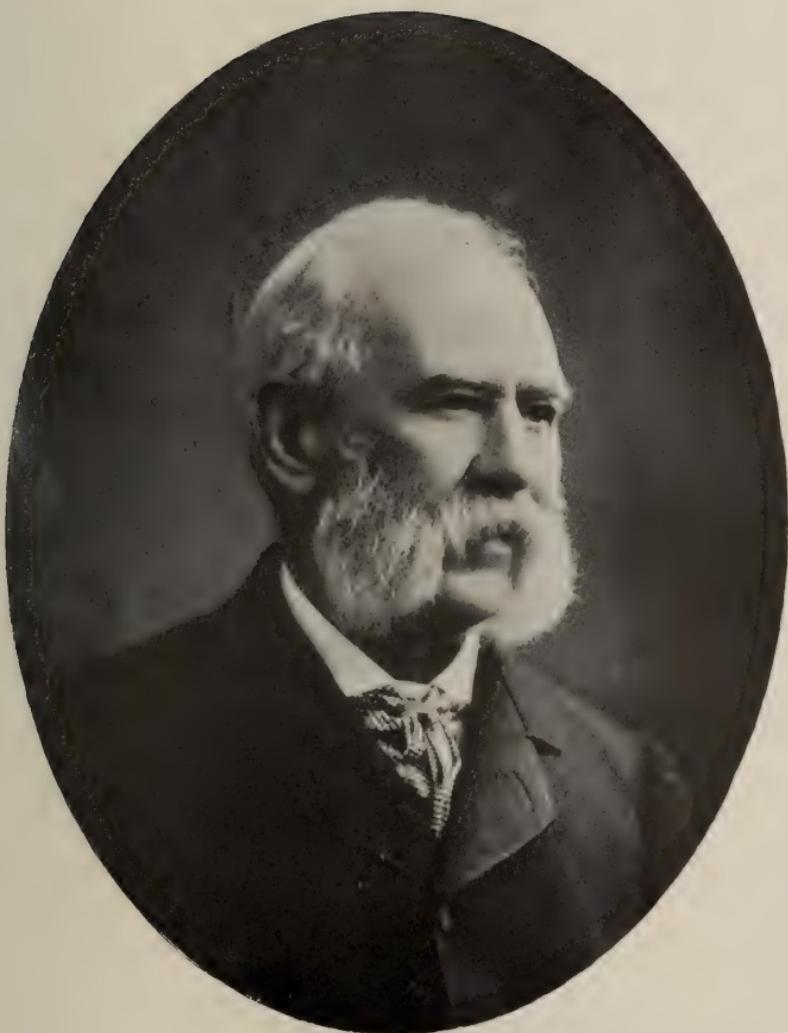
Chapter VI.

Names of old pupils registered at the Central School during the Jubilee celebration, 1903:

- Christina MacKay, 124 Hunter St. west, Hamilton, 1853-58.
John McVicar, 401 Woodward ave, Detroit, Mich., 1857.
Michael J. Clark, 522 West 67th St., Chicago, 1856-57.
Sara E. Charlton, 280 Bay St., Hamilton, 1853.
Jemima Henderson Grant, 634 Church St., Toronto, 1853-57.
Mary Henry, 401 King St. West, Hamilton, 1853.
Edward Stonehouse, 108 Wellington Place, Toronto, 1853.
John M. Bastedo, 122 Winchester St., Toronto, 1853-59.
Catharine Power Fitzpatrick, 163 Market St., Hamilton, 1853-54
Walter Rigsby, Parkhill, Ont.
W. A. Irvine, 183 Catharine St. South, Hamilton, 1853-64.
Mrs. M. S. Smith (Sarah E. Orr), 33 Marlboro ave., Toronto, 1853-59.
Mrs. J. Fielding (M. J. Orr), 344 Garth St., Hamilton.
Mrs. McBride (M. Roddick), 74 Hunter west, 1853-59.
Mrs. Woodman (Isabella Miller), 58 Emerald north, 1855.
Mrs. Cheseldine (J. Davis), 92 East ave south, Hamilton, 1853.
Mrs. Jas. Kilgour (M. Bain), 143 Catharine, Hamilton, 1854.
Mrs. Adam Zimmerman (B. Campbell), 132 Bold, 1853.
Mrs. Jos. Kneeshaw (H. Young), 78 Cathcart, Hamilton, 1856.
Mrs. Alex. Durrand (A. Tallman, 83 Locomotive, 1856-61.
W. Carlyle, Woodstock, Ont., 1860-63.
Henry New, 128 Hunter west, Hamilton, 1856-60.
John Dow, 67 Hess south, Hamilton, 1856-60.
Mrs. A. W. Gage (S. Middlewood), 66 East ave south, 1853.
Mary A. Raw (Middlewood), 51 Markland, Hamilton, 1853.
Harriet C. Young (Almas), 181 Walnut Hamilton, 1853-58.
D. D. Young, Paris, Texas, 1853.
Elizabeth Haliburton (Nicholson), Flamboro Center, 1860.
Margaret Haliburton (Blessinger), Aldershot, 1856.
B. M. Haliburton, Waterdown, 1860.
E. M. Troup Russell, Hamilton, 1854.
F. Roper, 2 Toronto street, Toronto, 1853.
S. E. Carry (Childs), London, 1853.
Frederick W. Watkins, King street east, Hamilton, 1857.
Mrs. Duffield (Cummings), London, 1853.
R. A. Hutchison, Hamilton, 1854.
Harriet A. Land, Toronto, 1855.
W. P. Crawford, Hamilton, 1856.
John Henderson, 24 Bruce street, Hamilton, 1853-60.
A. E. Patching, Windsor, 1853.
Amelia Hardy, Hamilton, 1856.
Mrs. Margaret Brown (Crawford), 136 Markland, 1854.
John B. Young, 629 Ontario ave., Toronto, 1854.



JAMES CUMMINGS.



THOMAS BEASLEY.

- Mrs. J. B. Young (E. G. Snelgrove), 629 Ontario street, Toronto, 1855.
Mrs. John Scots (Henderson), Head street, Simcoe, 1853.
J. A. McHarg, 579 Horton street, London, Ont., 1853.
John G. Robinson, Chicago, Ill., 1853.
F. F. Dalley, Hamilton, 1853.
B. E. Walker, Toronto, 1856.
Elizabeth A. H. Taylor (Roper), 35 Duke street, 1856.
H. W. Weaver, Montreal, 1853.
Alex. McKay, 42 Grove street, Hamilton, 1853.
Adam Cook, 120 Toronto street, Boston, U. S. A., 1853.
John T. Glassco, Hamilton, 1853.
John McArthur, Hamilton, 1853.
Thomas Lees, Hamilton, 1853.
Edward M. Hodgson, Hamilton, 1857.
O. T. Springer, Burlington, 1853.
A. E. Carpenter, Hamilton, 1853.
John E. Hammond, Washington, D. C., 1853.
Martha H. Bridgman (Howard), Winona, Ont., 1853.
Mary E. Sweetman (Howard), Guelph, Ont., 1853.
Lucian Childs, Hamilton, 1857.
Mrs. Wm. Geddes (Hannah Harvey), Lucknow, Ont.,
Mrs. Jas. Marshall (Jane Bevis), Hamilton, 1853.
Mrs. Walter Urry (Fanny Bevis), Hamilton, 1853.
Mrs. Fanny B. Grier (F. E. Morton), 221 Main west, 1853.
E. L. Alexander, 99 St. George street, Toronto, 1857.
Mrs. George Pope (R. Johnson), Hamilton, 1858.
Thos. S. Hill, 126 John south, Hamilton, 1853.
Mrs. T. S. Hill (Maria Wilson), 126 John south, 1853.
Thomas Bale, 217 Victoria ave. north, Hamilton, 1853.
James S. Greenhill, Leamington, 1857.
Margaret A. Henderson, Niagara Falls, Ont., 1857.
Mrs. Edmonston (Margaret Henderson), Hamilton, 1857.
Mrs. Alfred Powis (E. Crawford), Hamilton, 1856.
Alfred Powis, Hamilton, 1856.
Mrs. Jane Howell, 53 Grenville street, Toronto, 1855.
Mrs. Wm. Glendenning (L. A. Milborn), Streetsville, Ont., 1856
Mrs. M. Donnelly (M. Fury), Buffalo, N. Y., 1856.
T. A. Ashbaugh, Aylmer West, 1854.
Mrs. H. G. Biscoby, Elginton, 1854.
John Lyle, 112 Main street west, Hamilton, 1856.
Mrs. Kennard (M. Wilson), 23 Oxford ave., Toronto), 1853.
Robert Christie, 106 East ave. north, Hamilton, 1853.
Thos. Lawlor, 188 Markland street, Hamilton, 1853.
W. Magee, 128 James street, Hamilton, 1858.
W. H. Dean, 36 Emerald street south, Hamilton, 1853.
H. Barnard, 109 Young street, Hamilton, 1853.
James Dick, Fergus, 1854.
Mrs. F. Swannell (M. Moster), 52 Margueretta street, Toronto, 1863.
Henry Robertson, Collingwood, 1855-56.
W. Nicholson, Hamilton, 1855.
Mrs. S. L. Baldwin (Nicholson, Grand Rapids, Mich., 1855.
Robert Coulter, 671 Queen street west, Toronto, 1856-60.
Mrs. Thos. Beatty (Jane Henry), 189 Jackson east, 1856-58.

- Mrs. G. J. Hillman (Mary A. Bell, 62 1st St., Detroit, 1853-58.
Mrs. Charles Barlow (Jane Bell), Nelson, Ont., 1853-58.
Mrs. E. W. Brady, 12 Nightingale street, Hamilton, 1853-58.
David Kidd, Canada Life, Hamilton, 1857-64.
C. J. Waugh, Fort Worth, Texas, 1853-58.
Mrs. Wm. Griffith (E. M. Davies), 227 James south, 1853.
Mrs. D. Hunter (D. Sutton), 27 Wellington St., Hamilton, 1853.
B. W. Donnelly, Ancaster, 1853-58.
Samuel W. Robbins, 64 Wilson street, Hamilton, 1855.
Louisa M. Robbins, 64 Wilson street, Hamilton, 1854.
Albert Appleyard, Georgetown, 1853-60.
Thos. Grace, Hughson street north, Hamilton, 1854.
Mrs. Thomas Grace (Matilda Brick), Hughson north, 1854.
T. R. McNair, London Conference, 1865.
Miss Lizzie McNair, 29 West ave south, Hamilton, 1863.
Mrs. Morgan (Jinnette Richardson), 393 Main west, 1856-70.
Mrs. John Grace, Box 483, Guelph, 1886.
Mrs. Robt. McWilliams (S. McKay), 44 Macaulay St., 1856.
Mrs. Joseph Herron (Elizabeth Herron Christie), 99 Wellington street south, Hamilton, 1853.
Edward Goff, 366 Barton street east, Hamilton, 1855-57.
James McIntyre, 70 Elmwood ave., Buffalo, 1853.
John Billings, 17 Jackson street west, Hamilton, 1854.
J. F. Evans, 61 Magill street, Hamilton, 1857.
Thos. I. Dixon, 69 Napier street, Hamilton, 1854.
Adam Thorn, Palmerston, 1853.
John Addison, 154 Wellington street south, Hamilton, 1856.
Mary T. Waugh, 74 Charles street, Toronto, 1856.
Mrs. Geo. J. Rayner (Lucy E. Fell), Main street east, 1865.
John C. Bale, 255 Victoria ave. north, Hamilton, 1858.
Adam A. Stewart, Woodstock, 1857.
W. G. Wright, 21 West ave. north, Hamilton, 1853.
R. O. Bigelow, 140 Wellington street south, Hamilton, 1853.
John Munroe, 81 Murray street east, Hamilton, 1856.
E. J. Moore, 101 Victoria ave. south, Hamilton, 1856.
Laura J. Papps, 195 Wellington street south, Hamilton, 1853.
Mrs. F. I. Greenway, 232 Markham street, Toronto, 1853.
W. Amor, 19 Queen street north, Hamilton, 1854.
Chas. W. Simpson, 20 O'Reilly street, Hamilton, 1856.
George Glass, 291 Jackson street west, Hamilton, 1856.
John McHaffie, 241 Main street west, Hamilton, 1854.
Geo. J. Nie, Fenelon Falls, 1853.
J. B. Brown, 74 Herkimer street, Hamilton, 1853.
Robert Addison, 133 Hughson street, Hamilton, 1858.
Robert McHaffie, 133 Hughson street south, Hamilton.
J. M. Gibson, 311 Bay street south, Hamilton, 1855-59.
Alex. H. Moore, 370 Hess street south, Hamilton, 1853-59.
Joseph Amor, 736 Queen street, London, 1853.
Eliza J. Jones, Hamilton Beach, 1853.
Margaret A. Malloy (McKay), 15 Park south, Hamilton, 1857.
Jas. Addison, Grand Forks, B. C., 1853.
Mrs. T. Strachan, 154 Wellington street, Hamilton, 1856.
Benjamin Brass, High street, Hamilton, 1853.
Mrs. C. Davidson, 183 Catharine street south, Hamilton, 1853.
C. McLeod, 183 Catharine street south, Hamilton, 1853.

- Harriet A. Lind, 86 Hazelton ave., Toronto, 1853.
Mrs. W. Duffield, 517 Queens avenue, London, 1853.
Mrs. C. J. Myles (Emma W. Dobbin), 53 Arkledun ave., 1859.
Mrs. C. Hardy (Amelia R. Cartmell), 59 Young street, 1856.
Mrs. W. Fairweather (Mary Cowan), 60 Hess north, 1864.
Wm. Bruce, 17½ King street east, Hamilton, 1858-67.
H. M. Griffin, Galt, Ont., 1859-64.
Mrs. Mary Hills, 155 Hughson street north, Hamilton, 1858-65.
Willoughby Moffat, 166 Bay street north, Hamilton, 1858.
Mrs. Thos. Duncan (Sarah J. Kerr), 201 Park avenue north,
Austin, Ill., 1854.
William Hudson, 413 King street west, Hamilton, 1854-58.
Joseph Hamilton Wilson, 620 16th street, Detroit, Mich., 1855.
Joseph Henderson, 66 Wellesley street, Toronto, 1856-63.
Edward W. Stephenson, 1835 Washington St., Tiffin, O., 1853-60
Mrs. W. Omand (Nancy Johnson), Hamilton Beach, 1853.
S. McKay, Hamilton, 1853.
Jennie Walker, Caledonia, 1858.
Mrs. J. McBean (Mary A. Slocombe), 136 Dundurn street, 1857.
Mrs. Robert P. Leslie, 28 MacDonnell ave., North Parkdale,
Toronto, 1856.
Mrs. James Sharman, Stratford, Ont., 1855.
J. B. Bishop, 180 James street north, Hamilton, 1853.
Mrs. M. A. Cochinoir (M. A. Edison), 14 Denison Sq., Toronto.
John Hoodless, "Eastcourt," Hamilton, 1861.
Albert E. Patching, Windsor, 1853.
John S. King, M. D., Toronto, 1860.
Hugh Maculle Wright, Allisten, 1860.
D. Hammond, Ottawa, 1867.
R. M. Stuart, 181 Victoria ave. north, Hamilton, 1860-65.
M. McKay, 200 Mary street, Hamilton, 1860.
Mrs. W. J. McDonald (Ellen Slocombe), 481 Main east, 1860.
Emma Tovell (Watkins), 70 Grange ave., Toronto, 1860.
Louise Annie (Watkins), 70 Grange ave., Toronto, 1867.
S. E. Bennetto, Hamilton, 1867.
Mary L. Meade (Crawford), Hamilton, 1858.
Mrs. J. P. Weatherston (Rankin), Chicago, Ill., 1862.
S. A. Byrens (Belnap), Hamilton, 1859.
Mrs. M. Bates, Buffalo, 1861.
Thos. McCallum, Hamilton, 1861.
John P. Truscott, Hamilton, 1861.
John Billings, Hamilton, 1854.
Wm. Malcolm, Hamilton, 1863.
V. Kouber, Napanee, Ont., 1862.
Mary Cowan, Hamilton, 1864.
Annie L. Flood (Reid), Toronto, 1879.
S. Davis, jr., Hamilton, 1865.
Georgie Dodson (Athawes), Hamilton, 1867.
George Ross, Toronto, 1860.
Mrs. George Ross (Rebecca Chapman), Toronto, 1865.
Mrs. John Malloy (Maggie McKay), Hamilton, 1860.
Mrs. H. A. Martin (Helen Harvey), Hamilton, 1862.
Mr. J. Appleyard, Hamilton, 1865.
Thos. W. Scott, Victoria, 1862.
Isabel M. Walker, Hamilton, 1862.

- John A. Moffat, 166 Bay street north, Hamilton, 1865.
Mrs. K. Bowden, 6445 Jefferson ave., Chicago, 1879.
Elizabeth Amor, Hamilton.
Mrs. James Spry (Lillie Johnston), Toronto, 1865.
Mrs. J. Amor (Emma Blachford), Hamilton, 1865.
Mrs. J. K. Hyslop (Maggie Shillington), Toronto, 1865.
Mrs. E. Layland (Marie E. Stacy), 210 Queen south, 1864.
Mrs. Julia Benson (J. M. Langlois), Rochester, N. Y., 1858.
Mrs. Wm. Hudson (Lavinia Darby), 413 King west, 1862.
Wm. M. Crossman, 490 Commonwealth street, Detroit, 1865.
Mrs. James Wilber (Helen Henderson), Dalston, P. Q., 1864.
Mrs. W. S. Bastedo (Kate A. Henry), 40 Pearl street north,
Buffalo, 1861.
W. Henry, 6806 Wentworth ave., Chicago, 1861.
Mrs. Jas. Porteous (Mary MacLeod), 374 York st., London, 1868
Raymond Walker, 33 Metcalfe street, Toronto, 1860-64.
Walter H. Tallman, 94 Wellington north, Hamilton, 1861-67.
Mrs. Samuel B. Fuller (Sarah Jarvis), 393 James street north,
Hamilton, 1865-69.
John P. Gardner, 145 15th street, Detroit, 1860-74.
Mrs. Geo. Marshall (Mary Lawry), N. Glanford, 1860-66.
Mrs. T. L. Kinrade (Bella F. Lendrum 105 Herkimer, 1862-67.
T. L. Kinrade, 105 Herkimer street, Hamilton, 1860-65.
Mrs. F. M. Bagwell (Kate Storer), 1862-65.
D. Hunting, 168 Brock street, Brantford, 1860-63.
Mrs. A. Hunter (Kate Campbell), 67 Charles st., 1862-68.
R. W. Campbell, 367 Jackson street, Hamilton, 1860-69.
Mrs. R. W. Campbell (Johnson), 367 Jackson street, 1869-72.
Mrs. Sintzel, 38 Grove ave., Toronto, 1856-71.
Mrs. B. Bowron (Laura Tallman), 105 Victoria ave. north, 1864
Geo. Howick, Hagersville, 1864-70.
Edgar Watkins, Hamilton, 1864.
Martha Chittenden (Chambers), Hamilton, 1858-65.
Mrs. C. Fry (Nellie Miller), 114 Ferguson ave., Hamilton, 1864.
Cyrus P. Olliver, 55 Fairmount ave., Hamilton, 1862-67.
Mrs. Henry Wickson (Jessie Robertson), Toronto, 1860-63.
Mrs. W. Woolfry (Maggie Horne), 114 Shaw street, Toronto,
1860-65.
Mrs. Wm. Marsh, 171 Stanley ave., Hamilton, 1858-65.
Mrs. D. Love, Syracuse, N. Y., 1858-63.
Mrs. S. O. Maddock (Hattie Way), 153 Hughson north, 1865.
Mrs. C. Rehder (Mary Wurst), Bowmanville, 1864.
Mrs. F. Evans (Charlotte McCallum), 61 Magill street, 1860-65.
Mrs. J. Nicoll (Belle Sanders), 48 Pearl north, 1859-62.
Mrs. M. Clunas (Christina McLauchlan), 121 Pearl street
north, Hamilton, 1859-65.
Mrs. R. Gray (Rachel Lawson), 141 Bay north, Hamilton, 1860.
Mrs. D. Robertson (Annie Stewart), St. Catharines, 1856.
J. G. Y. Burkholder, Hamilton, 1859.
Mrs. Duff (Emma Tallman), Ancaster, 1865.
Mrs. Harry Henderson (Eliza Woods), 207 East ave. north, 1860
Mrs. Andrew Cameron (Mary A. Stein), 83 Park north, 1865.
Mrs. Jas. McCulloch (Elsie Sanders), 46 Guelph street, 1859.
Jane Lister, 132 Grant ave., Hamilton, 1868.
Andrew Leitch, 53 Oxford street, Hamilton, 1858.

- Edward New, 577 King street west, Hamilton, 1860-65.
Miss Marcella Cullhan, 61 Locomotive, Hamilton, 1854-56.
E. V. Spencer, 72 Hughson street north, Hamilton, 1855-63.
Mrs. Luch Harris (Redman), 221 Mary st., Hamilton, 1854-56.
Mrs. G. V. Northeby (Lizzie Blachford), Sulphur Creek, California, 1863.
T. E. Ewan, M. A., 330 Charles street, Belleville, Ont., 1859-63.
Mrs. Charlotte Chapman, 255 Market street, Hamilton, 1860-67.
Mrs. Margaret Taylor, Burlington, Ont., 1862-68.
Robert Burns, Oshawa, Ont., 1858-65.
Mrs. Wm. J. West (Eliza McEachern), Woodstock, 1858.
Mrs. Wm. Strong (Lizzie Main), Hamilton, 1865-71.
John A. Lawson, St. Louis, Mo., 1864-68.
Mrs. T. A. LePatourel (Mary Campbell), Burlington, 1863.
W. Devine, Hamilton, 1865.
Mrs. J. C. Bale (Emma Daville), 255 Victoria ave., Hamilton.
Mrs. W. W. Godard (M. R. Daville).
Miss Belle Hockaday, 94 Maria street, Hamilton, 1865.
Mrs. Will J. Vale (Emily Hockaday), 12 Harbord street, Toronto, 1862.
Thos. Fanning, 235 Locke street, Hamilton, 1867.
Mrs. A. A. Stewart (Ida A. Dayfoot), 347 Light street, Woodstock, 1865.
E. J. West (Mise), 77 East ave. south, Hamilton, 1865.
Mrs. J. C. Smith (Annie M. Orr), 51 Scollard st., Toronto, 1864.
Jennie Mowat Henderson, 109 Augusta st., Hamilton, 1862.
Isabella Henderson, 34 Main street east, Hamilton, 1860.
Susan F. Simpson, 20 O'Reilly street, Hamilton, 1862.
Thos. Patterson, jr., 176 Victoria ave. north, Hamilton, 1870-72.
Mrs. Geo. Glass (Martha Powell), 291 Jackson west, 1860.
John B. Gay, 86 Hannah street west, Hamilton, 1863.
Thos. Glass, 73 Mary street, Hamilton, 1864.
Mrs. Andrew Wilson (Helen Harish), 5 Belmont Road, Rosedale, Toronto, 1865.
Mrs. Newton D. Galbreath (Margaret Amos), 346 Main street east, Hamilton.
Mrs. Jas. Anderson (Mary Ross), Hughson st. north, 1863.
James Balfour, Hamilton, 1866.
Wm. Ross, 20 Meadow Lane, Jamestown, N. Y., 1863.
Louisa Jane Ross (Nie), 20 Meadow Lane, Jamestown, N. Y., 1863.
Newton D. Galbreath, 346 Main street east, Hamilton, 1860.
W. D. Wishart, 55 Tacoma street, Rochester, N. Y., 1864-70.
Mrs. J. B. Browne (B. A. Stewart), 74 Herkimer, 1860.
Mrs. C. S. Hicks (Alice A. Eilisttrue), Cuba, N. Y., 1860.
John Henry, 65 West ave. north, Hamilton, 1863.
S. Cheeseman, 644 King street west, Hamilton, 1858.
Fred. Claringbowl, 8 James street south, Hamilton, 1858-64.
R. N. McKay, 108 Herkimer street, Hamilton, 1866.
Mrs. R. McHaffie (Lizzie Addison), 133 Hughson south, 1866.
Mrs. Wm. Duncan (Maggie Addison), Port Dover, 1863.
Justus A. Griffin, 256 King street west, Hamilton, 1863.
Mrs. Chas. Stewart (Alameda Tallman), John st. north, 1856.
Mrs. J. P. Weatherstone (Rankin), 5827 Grove ave., Chicago, Ill., 1863.

- Mrs. J. E. Baillie (Sara Bowes), Troy, Ont., 1864.
Mrs. Geo. Hills (Mary Barr), 155 Hughson north, 1858-65.
J. H. Fulknor, 65 Crooks street, Hamilton, 1861-68.
Mrs. A. McPherson (Jennie Elliott), 214 John st. north, 1864.
William Hill, 145 Markland street, Hamilton, 1864.
Mrs. Harriet Pope (Hattie Stephenson), 63 Charles street,
Tiffin, O., 1865.
Samuel Kemp, 198 Herkimer street, Hamilton, 1860-64.
T. Chester Fearman, 124 East ave. south, Hamilton, 1863-66.
Mrs. G. Moore, 336 Main street east, Hamilton, 1862-66.
Mrs. Green (Mary A. Johnson), 125 Main east, Hamilton, 1863.
Wm. R. Pray, 94 Queen street south, Hamilton, 1870.
James A. Harvey, 157 Queen street south, Hamilton, 1862-67.
W. Carter, 100 Cannon street west, Hamilton, 1865-70.
Mrs. John Morrison (Martha Lyle), 47 Bay south, 1860.
Mrs. Andrew Greenhill (Agnes Somerville), Smith's Falls,
Ont., 1865.
Geo. V. Northe, Sulphur Creek, Cal., 1859.
James Simpson, 42 Simcoe street west, Hamilton, 1861-67.
Robt. C. Pettigrew, 80 Wellington st. north, Hamilton, 1865-71.
Florence H. Browne (Birely), 111 Charles, Hamilton, 1865-71.
John New, Toronto.
Hugh S. Brennen, Hamilton, 1865-71.
C. A. Plastow, 65 Napier street, Hamilton, 1865-71.
H. A. Plastow, 3 St. George street, London, 1867-73.
Arthur O'Heir, Hamilton, 1866-70.
D. McLean, Hamilton, 1866-70.
J. H. Land, Hamilton, 1858-62.
Lezetta J. Mottashed, 216 Hunter st. east, Hamilton, 1859.
Mrs. C. E. Madgett, Hamilton, 1870.
Thos. G. Patton, Oakville, 1867-74.
Martha Kirkendall, 57 Locke street, Hamilton, 1869.
Charles E. Kendall, manager Oak Kill, St. Catharines, 1867-71.
James Austin, 163 Charlotte ave., Detroit, Mich., 1865-71.
Mrs. A. Ruthven, Hamilton, 1865-71.
Misses Annie and Lottie Austin, 285 Lincoln street, Detroit,
Mich., 1865-71.
John E. Riddell, Hamilton, 1865-71.
Mrs. John E. Riddell, Hamilton, 1867-71.
Wm. Wilson, 153 Darling street, Brantford, 1865-70.
John B. Robins, 95 Steven street, Hamilton, 1865-70.
Chas. Smith, 250 Hughson street north, Hamilton, 1865-70.
James Hammond, 8 Macaulay street west, Hamilton, 1866-71.
Mrs. A. H. Webber Tolland, Mass., 1871.
Alex. Stewart, 467 Argyle ave., Westmount, Montreal, 1868-76.
Wm. Fitzgerald, Buffalo, N. Y.
Wm. Payne, Hamilton, 1869.
V. B. Whipple, 12 Ray street south, Hamilton, 1863-67.
John A. McDonald, 48 E. 32nd street, Kansas City, Mo., 1870.
W. K. Wilson, 46 Hunter street east, Hamilton, 1864.
John Stuart, 3 East ave. south, Hamilton, 1865-71.
Mrs. P. Ronan, 205 Cannon street east, Hamilton.
M. H. Rice, 4218 Independence ave., Kansas City, Mo., 1871-74.
A. Egener, Goderich, 1869-72.
Thomas S. Morris, Hamilton, 1869-73.

- Robert Faulks, Hamilton, 1868.
Wm. Marsden, Hamilton, 1865.
R. Bridges, 221 Wilson street, Hamilton, 1868.
Miss M. Moyes, Hamilton, 1860.
John Greig, Toronto, 1870.
Samuel B. Hastie, Hamilton, 1865-70.
Wm. Birrell, Hamilton, 1865-70.
John S. Halliday, Toronto, 1865-70.
Mrs. C. Woon (Cordelia Tallman), 112 East ave north, 1865-71.
John W. Bellamy, 621 Cottage street, Jackson, Mich., 1871.
Thos. Meade, 50 Young street, Hamilton, 1866.
James F. Weber, Hamilton, 1869-79.
Henry Kent, Altoona, Pa., U. S. A., 1866.
Mrs. E. Hancock, Hamilton, 1865-71.
Mrs. M. Job, Hamilton, 1865-73.
Annie E. Mutch, Toronto.
Mrs. Lounsberry (Mary Gildon), Hamilton, 1867-71.
Charles Duff, Hamilton, 1868-70.
John W. North, Hamilton, 1867-70.
Mrs. James Randall, 1868.
Mrs. R. Coulter (E. Coulter), 671 Queen west, Toronto, 1869-71.
Wm. M. Findlay, 387 Aberdeen ave., Hamilton, 1868-70.
David Hastings, Hamilton, 1867-71.
Joseph H. Crysler 19 Alexander street, Toronto, 1869-74.
Fred. Taylor, 55 Bay street south, Hamilton, 1864-69.
E. T. Pilgrim, Hamilton, 1871.
John Cox, Hamilton, 1864-68.
Joseph W. Rolls, 21 Liberty street, Hamilton, 1865-71.
Ida E. Kraft, 51 Oxford street, Hamilton, 1869-71.
Mrs. A. Hess (M. J. Dowswell), 59 Oxford st., Hamilton 1866.
Mrs. F. Dorries (Emma Kraft), 515 Oak st., Buffalo, 1867-70.
Joseph A. Farmer, Hamilton, 1868-80.
Mrs. H. Hill (Lucy Blachford), 52 Main st. west, 1865-71.
Mrs. W. A. Davis (Mary Clark), 68 Hughson south, 1865-71.
Mrs. J. H. Blatterneitz (Bella Hutchinson), 122 Fort Green Place, Brooklyn, N. Y., 1871.
Miss R. Burges, 92 Young street, Toronto, 1871.
Mary Silver, 228 Moore Building, St. Paul, Minn., 1869.
Mrs. R. P. Newbigging, 204 Ferguson ave. south, 1870.
Wm. C. Lawson, Chicago, Ill., 1868.
Mrs. J. H. Moore (Bella Main), 6 West ave north, 1870.
Annie Rigsby, 107 Erie ave., Hamilton.
Mrs. Fred. Lumsden (Eliza Rigsby), 107 Erie ave, 1870.
Mrs. F. B. Shaver, 175 Brant ave., Brantford.
Mrs. Cyrus Oliver (Sarah Clegg), 55 Fairmount ave., 1865-70.
Fred. Battershill, 426 Hayward street, Rochester, 1865-70.
Thos. H. Flett, 20 St. Mathew street, Montreal, 1865-76.
James A. MacKay, 1422 Pleasant street, Port Huron, 1867.
Mrs. John Patterson (Sarah Nie), 18 Kinnel street, Hamilton.
Charles H. Morgan, 42 Dengler street, Rochester, N. Y., 1870.
Wm. H. Catchpole, 289 Myrtle ave., Buffalo, N. Y., 1869.
C. J. Clark, Toledo, Ohio, 1869.
Bella Clark, 95 Manitoba street, St. Thomas, 1869.
Robt. C. Fearman, 152 Victoria ave., Hamilton, 1870.
Walter Bale, 226 Victoria ave. north, Hamilton, 1866-70.

- Mrs. E. J. Fenwick (Margaret Barr), 271 Macnab south, 1866.
Mrs. John McHaffie (Helen Addison) 241 Main west, 1868.
Mrs. Arnold (Louisa Clark), 68 Hughson south, Hamilton, 1868
Mrs. M. P. Leask (Lizzie Craig), 137 Caroline south, 1870.
Mary Horne, James street south, Hamilton, 1870.
Mary Berger Killip, 139 Weld street, Rochester, N. Y., 1870.
Fannie Berger Vogelson, 250 Cedar street, Buffalo, N. Y., 1870.
Sarah Woodcroft (Rowe), 7 Churchill ave., Toronto, 1867.
Edith Lambert (Rowe), 155 Hannah street, Hamilton, 1869.
Edward Kidner, 211 Ferguson ave., Hamilton, 1870.
Geo. Harlow, 392 arton street east, Hamilton, 1872.
Will W. Main, 364 Mary street, Hamilton, 1871.
M. Finlayson, 158 Wellington street, Hamilton 1869.
Mrs. Irwin (Minnie Inkson) 234, 234 Hunter east, 1870.
L. F. Harrison, Butler, Pa., 1865-72.
Jennie Pennington, 112 Hannah street west, Hamilton ,1868.
Annie Hossack, 87 Hannah street west, Hamilton, 1865.
W. R. Ecclestone, 36 East ave. north, Hamilton, 1866.
Mrs. A. H. McKeown (Lizzie Jones), 114 Juno street, Winnipeg, 1869.
Beccie McKeown, 125 Robinson street, Hamilton, 1865.
Mrs. Alex. Hay (Mary Stanger), 118 Clinton st., Toronto, 1863.
T. R. McNair, 29 West ave. south, Hamilton, 1863.
Mrs. R. Hopkin (Bailey), corner King and Sherman ave., 1860.
Mrs. G. N. Jackson (Lucy Bowes), 335 Langside street, Winnipeg, 1867.
J. N. Waddell, 195 Hughson street south, Hamilton, 1865.
Picton C. Brown, 1952 State ave., Cincinnati, O., 1868.
Annie Slocombe, 481 Main street east, Hamilton, 1871.
George Moore, 299 John street north, Hamilton, 1868.
Adam Cook, Mountain Top.
Mrs. C. C. Baird (Jennie McLellan), corner Queen and Hunter streets, Hamilton.
Thomas Seaman, 140 Duchess street, Toronto, 1864-70.
W. J. Kingdon, 18 Hilton street, Hamilton.
Mrs. Bessie Tyler (Clarke), 326½ James north, 1863-69.
S. H. Kent, 84 Grant ave., Hamilton.
J. L. Davidson, 155 Michigan ave., Chicago, Ill.
D. R. Dewey, 218 Herkimer street, Hamilton.
Alexander C. Turnbull, 16 Wentworth st., Hamilton, 1867-71.
Minnie VanNorman Turnbull, 16 Wentworth, Hamilton, 1871.
Alexander Watt, 83 Erie ave., Hamilton.
W. A. Bellhouse, Merchants Bank, Napanee, Ont., 1867.
John McLaughlin, 125 Watt ave., Pullman, Chicago 1868.
T. B. Lawson, 5524 Madison ave., Chicago, Ill., 1871.
Eleanor Johnson, 350 Hughson street north, Hamilton, 1869.
Caroline H. Mathews, 167 Markland street, Hamilton, 1871.
Chas. E. VanNorman, Springfield, Mass., 1871.
George H. VanNorman, Springfield, Mass., 1871.
Fred. D. VanNorman, Springfield Mass., 1871.
C. D. Blachford, 57 King street west, Hamilton, 1864.
John Gilmore, 167 Duke street, Hamilton, 1867-71.
George Wholton, 557 S. Division st., Buffalo, N. Y., 1873-75.
Chas. Nex., Chedoke, Barton.
James W. Dow, 108 Stenben st. east, Orange, N. J., 1876-78.

- Annie Pettigrew, 101 West ave. north, Hamilton.
Mrs. N. C. Pettigrew (F. Hunter), 80 Wellington, Hamilton.
Thos. Bain, 78 Norwood ave., Cleveland, O., 1876-79.
J. A. Hood, 26 Melbourne ave., Toronto, 1871-72.
Mrs. Walter Dynes (Sara A. Pawson), Hornellsville, N. Y.,
1876-79.
Emma George, 86 Chatham street, Hamilton, 1874.
David G. Leitch, 96 Grant ave., Hamilton, 1878.
Annie W. Woodward, Young street, Hamilton, 1877.
John Miller, 115 Victoria avenue north, Hamilton, 1878.
Wm. I. Inseb, 345 Emerald street north, Hamilton, 1874.
Mrs. C. A. Webster, Beirut, Syria.
Mrs. N. V. Urquhart, 116 George street, Hamilton, 1871.
Joseph Amor, 736 Queens Avenue, London, 1876.
Mrs. W. G. Bailey, 100 Bay street south, Hamilton, 1874.
Mrs. C. H. Bampfylde, 95 Bay street south, Hamilton, 1874.
Mrs. W. J. Nex, 813 Vinewood ave., Detroit, Mich., 1876.
Mrs. J. P. Steedman, Markland street, Hamilton, 1874.
J. P. Steedman, Markland street, Hamilton, 1874.
Mrs. Meston, Markland street, Hamilton, 1874.
Jane Agnes Steedman, 107 Napier street, Hamilton, 1872.
Andrew Ross, 81 Victoria ave. north, Hamilton.
Minnie J. Campbell, 219 Stinson street, Hamilton, 1874.
D. D. Campbell, 219 Stinson street, Hamilton, 1873.
Mrs. J. Thomson, 54 Caroline street north, Hamilton, 1875.
Mrs. A. C. Boulanger, 321 Main street west, Hamilton, 1875.
Mrs. D. C. Fletcher, Hannon P. O., Ont., 1875.
C. L. VonGunden, Chatham, 1872.
Mrs. R. N. Lucas (Emily Morgan), 209 Wellington north, 1878.
Chas. R. Sayer, 181 St. James street, London, 1876-78.
Maggie Jane Dryland 218 Caroline south, Hamilton, 1879.
Mrs. Walter Bale (Emma Miller), 226 Victoria ave. north, 1871.
Mrs. Geo. Findlay (Jessie Pringle), 31 Oxford street, 1870.
Mrs. W. R. Davis (Sophie J. Murdock), 34 Hess south, 1876.
A. J. Gould, Brock street, Uxbridge, 1877.
Emily Korn, 48 Pierce street, Chicago, 1878.
Mrs. R. D. Malcolm, South Drive, Rosedale, Toronto, 1878.
William C. Watford, 46 15th street, Detroit, Mich., 1879.
Lizzie Duff, 216 York street, Hamilton, 1871.
J. Daisy Stewart, 93 Jackson street west, Hamilton, 1879.
Mrs. J. A. Laidlaw, King street east, Brockville, 1879.
A. J. R. Henderson, 139 Markland street, Hamilton, 1879.
Mrs. J. H. Macabe, 366 Sumach street, Toronto, 1878.
J. J. Booth, 159 Blaine ave., Detroit, 1877.
J. W. Greenly, 112 Pearl street north, Hamilton, 1875.
D. Dolman, 352 Herkimer street, Hamilton, 1869.
Chas. J. Silver, 453 Ontario street, Toronto, 1874.
Miss F. Cox, 26 Locke street, Hamilton, 1873.
Mrs. W. H. Lyle, 605 Spadina ave., Toronto, 1876.
Arthur J. Audette, 411 Kosciensko ave., Brooklyn, N. Y., 1873.
Chas. H. Mitchell, 789 William street, London, 1874.
Henry Glebe, 96 Victoria ave. north, Hamilton, 1877.
Wm. A. Hill, 41 Gladstone ave., Toronto, 1877.
Ellen Goff, 366 Barton street east, Hamilton, 1878.
Lizzie Finigin, 43 Rose ave., Toronto, 1876.

- D. Nicolls, Burlington, 1871.
Jessie D. Phillip, Main street west, Hamilton, 1874.
Mrs. W. H. Stephenson, 6 Smith ave., Hamilton, 1876.
Julius M. Williams, 8 Devonport street, Hamilton, 1874.
Carrie Davis, 196 Main street east, Hamilton, 1868.
Emmo F. Davis-Bennett, Welland, 1867.
Jennie Hockin, 95 Lisgan street, Toronto, 1878.
Ella Gardiner, Albert College, Belleville, 1871.
Emily E. Gardiner-Cowan, 65 East ave. north, Hamilton, 1871.
David Morton, jr., 89 Isabella street, Toronto, 1869.
Thos. D. James, 512 Madison ave., Albany, N. Y., 1877-78.
Mrs. T. D. James (Aggie Park), 512 Madison ave., Albany, N. Y., 1876-79.
Nellie A. W. James, Paris, Ont., 1877-79.
Jennie I. Orr, Toronto, 1876.
A. G. G. Lander, Milwaukee, Wis., 1876.
Mrs. John McDonnell (Ellen Craig, 276 Hunter west, 1871-72.
James A. Coats, 329 N. Mansfield ave., Chicago, Ill., 1874.
Thos. G. Anderson, 6 Grove street, Hamilton, 1879.
John M. Eastwood, Hamilton, 1876.
Chas. W. McCullough, 226 Wellington north, Hamilton, 1872.
Mary A. Simpson, 69 Hughson street north, Hamilton, 1875.
Jessie C. Douglas (J. Farish), 43 Yonug street, Hamilton, 1879.
Emma Knott, 160 Lamorine south, 1879.
Mrs. A. J. Spencer (L. R. Simpson), 211 Jackson west, 1871-75.
Geo. B. Macphail, 217 Herkimer street, Buffalo, N. Y., 1876-79.
Fred. A. Rosebrugh, M. D., 98 James south, Hamilton, 1875-82.
Rev. W. R. Blachford, Brooklyn, Michigan, 1874-76.
Mrs. Walter Davidson, 26 Austin ave., Toronto, 1875-82.
Mrs. John H. Hewson, Ferguson ave. south, Hamilton, 1871-79.
A. A. Peacock, 73 Brant ave., Brantford, 1875-77.
Mrs. J. J. Beveridge (Saed Willson), P. O. Box 212, Brighton, N. Y., 1875-79.
Mrs. R. F. Wodehouse (Annie Willson), 286 East street, Buffalo, N. Y., 1871-79.
Bella Gillespie, 280 Hughson street north, Hamilton, 1871-76.
Mrs. R. H. Jackson (Celia Andrews), 464 York street, Hamilton, 1874-77.
Robt. H. Jackson, 464 York street, Hamilton, 1874.
Mrs. D. Graham (Bella Addison), 44 Hannah st. west, 1871.
Mrs. E. Knapp (Jessie Winn), Milton W., Ont., 1877.
J. M. Fielding, 42 Bay street north, Hamilton, 1875.
Mrs. H. Schaefer (Lena Berger), 250 Cedar st., Buffalo, 1876.
Mrs. Wm. Nicholson (M. Billington), 156 George st., 1871-76.
James Wm. Webb, 76 Pearl street, Hamilton, 1871.
Arthur D. Maguire, 162 Congress st., Detroit, Mich., 1875.
Herbert Jones, 125 Robinson street, Hamilton, 1879.
Ida S. Fielding, 510 Aberdeen ave., Hamilton, 1871.
John Pryke, 192 Maria street, Hamilton, 1876.
W. Acheson, 165 Queen street, Hamilton, 1870-76.
Arthur W. Semmens, 39 Stanley ave., Hamilton, 1862.
Mrs. A. W. Semmens, 39 Stanley ave, Hamilton, 1862.
Mrs. L. McFarlane, 89 Wellington st. south, Hamilton, 1865.
W. J. Aitchison, 141 Bold street, Hamilton, 1872.
F. J. W. Maguire, M. D., 778 Jefferson ave., Detroit, 1885.

- Mrs. Frank E. Fisher, Ingersoll, 1879.
Margaret Sutherland, 181 Jackson street, Hamilton, 1877.
Margaret A. Stanger, 60 Murray street west, Hamilton, 1877.
I. G. Forster, Owen Sound, 1872-76.
Mr. A. E. Domville, St. Thomas, Ont., Box 517.
Mrs. F. H. Silk (E. Pettigrew), box 57, Shelburne, Ont.
Hannah McCann, 92 West ave. north, Hamilton.
Chas. F. Hunt, 163 Elgin street, Hamilton, 1876.
Newman Booker, Aylmer, Ont., 1877.
F. R. Hutton, 122 Hughson street south, Hamilton, 1872-74.
Mrs. B. C. Inglis, 37 Bay street south, Hamilton, 1877.
B. Bruce Burt, 299 Barton street east, Hamilton, 1874.
Margaret Rodgers, care of R. McKay & Co., King east, 1870-75.
Chas. H. Taylor, 142 Park street north, Hamilton, 1871-79.
Lillie A. McNair, 52 Rebecca steret, Hamilton, 1871.
Robt. J. Smith, 83 Loomis street, Chicago, 1876-77.
Lewis D. Birely, Vancouver, B. C., 1886-90.
D. C. MacKenzie, Toronto, 1894.
Jean E. Ross, Toronto, 1885.
Mrs. A. Ross (Watson), Hamilton, 1885.
Mary LeMessurier, Hamilton, 1885.
Amy LeMessurier, Hamilton, 1885.
F. M. Pilgrim, Brockville, Ont., 1881.
J. Jean Hunter, Hamilton, 1892.
Fred. Finagin, 43 Rose ave., Toronto, 1880.
Mrs. Lillie H. Waldon, Hamilton, 1879-82.
Emilie C. Dempsey, Hamilton, 1880.
Mrs. A. Simon (Minnie Jacobs), Burlington, Iowa, 1880.
Bella Wright, Hamilton, 1898.
Malcolm M. Barr, Chicago, 1888.
G. W. Turnbull, St. Thomas, 1883.
Mrs. Paul A. Kompass (May Hancock, 126 Duke street, 1886.
Frank L. Nash, Hamilton, 1885.
Mrs. Wm. Booth (Annie Stacy), Hillsdale, Ont., 1882.
H. E. Sherk, Hamilton, 1882.
N. MacNicol, Hamilton, 1886.
Mary M. MacNicol, Stratford, 1882.
Alice G. Riach, Hamilton, 1879.
Henry D. Ing, 263 Grand ave., L. I. City, N. Y., 1885.
Jas. Blackstone, 41 Earl street, Hamilton, 1883.
Geo. H. Faulknor, Niagara Falls, Ont., 1882.
Mrs. A. Stephens Foster (Hortense Pauline Davis), 106 Catharine street south, Hamilton, 1888.
Mrs. Ed. McIntyre (Lizie Maude Kilgour), Emerald south, 1888
F. G. Smith, 121 Hunter street west, Hamilton, 1883.
Hannah Brown, 133 Hess street north, Hamilton, 1880.
Francis A. Parke, 132 Grant ave., Hamilton, 1879.
Mrs. Jessie Goss (Jessie E. Johnstone), Balsam ave., Toronto.
Mrs. J. F. Logan (S. Gladys Morgan), 47 Callendar street, Toronto, 1885.
A. Falconer, 126 Homewood ave., Hamilton.
Mrs. W. S. McLaughlin (Agnes E. Lees), 67 Queen south, 1885.
Mrs. G. B. Nicholson (May Hills), 23 Livingston avenue, Buffalo, 1880.
George H. H. Hills, 114 W. Chippewa street, Buffalo, 1884.

Lavina Smith, 118 Robinson street, Hamilton, 1883.
Ida Smith, 118 Robinson street, Hamilton, 1883.
Bertha Northey, 1489 King street west, Hamilton, 1880.
Maria Lawson, 261 Main street west, 1880.
Mrs. Louisa Lawson Souter, 275 Caroline south, Hamilton, 1882
H. F. Fulton, 426 Monroe ave., Rochester, 1891.
Dr. L. R. Hess, 106 John street north, Hamilton, 1890.
Emily R. Dow, 77 Bold street, Hamilton, 1880.
Bertha Rubin, Baron De Hirsch Institute, Montreal, 1896.
John T. Montgomery, 60 Canada st., Hamilton, 1885.
Thos. Allan, 205 Queens ave., London, 1878.
Cyrus P. Oliver, jr., 55 Fairmount ave., Hamilton, 1888.
Miss Mabel Rodgers, 246 Kennedy street, Winnipeg, Man., 1885
Emma A. Leishman, Blake and Main streets, Hamilton.

